FACULTY OF

nursing

UNIVERSITY OF TORONTO

1998/99 CALENDAR

programs offered

1. BACHELOR OF SCIENCE IN NURSING

i) The four-year full-time program continues and will graduate students in 1998, 1999 and 2000. No further students will be admitted to this program.

ii) As of 1997, the B.Sc.N. program will also be offered in a two-year format. This program, open to students with at least two years of university study, is 23 months in length.

2. PRIMARY CARE NURSE PRACTITIONER PROGRAM

This is a twelve-month full-time program for B.Sc.N. graduates, developed and taught jointly by the ten university nursing programs in Ontario. This program is also available in part-time study.

3. MASTER OF SCIENCE

A two-year program to provide graduates who are interested in pursuing a career of scientific inquiry with the knowledge and skills required to proceed to doctoral study. No students will be admitted to this program in 1998-99.

4. MASTER OF NURSING

A two-year program to prepare advanced practitioners of nursing who have specialized knowledge and skills in a defined area of nursing and the expertise to design programs and influence practice in that area.

* Nursing Administration
* Clinical Nursing
* Acute Care Nurse Practitioner - Adult or Child Acute Care
* M.N./M.B.A.

5. POST MASTERS CERTIFICATE FOR ACUTE CARE NURSE PRACTITIONERS.

This acute care nurse practitioner (ACNP) certificate is designed to provide academic and clinical preparation to nurses who have completed a master's degree and wish to include the elements of the ACNP role into their practice.

6. PH.D. IN NURSING SCIENCE

This program prepares nurses to become researchers.

7. COLLABORATIVE PROGRAMS

Students in the Graduate Department of Nursing Science may elect to participate in the following collaborative programs:

a. **Aging and Life Course**

Information can be obtained from the Institute for Human Development, Life Course and Aging at 222 College St., Suite 106, Toronto, Ontario M5S 3H4 Tel. no. (416) 978-7910

b. **Bioethics**

Information can be obtained from the Joint Centre for Bioethics at 88 College Street, Toronto, Ontario M5G 1L4 Tel. no. (416)978-2709

c. **Ethnic and Pluralism Studies**

Information can be obtained from the Department of Sociology at 203 College Street, Toronto, Ontario M5T 1P9 Tel. no. (416)978-4783

8. CASE MANAGEMENT DIPLOMA

A joint program of McMaster University and the University of Toronto. This 10-course program is available to graduates of the B.Sc.N. program. It is administered by Woodsworth College.

9. CONTINUING EDUCATION

Continuing education courses for nurses, jointly planned by the Faculty of Nursing and the School of Continuing Studies, are offered through the School of Continuing Studies, 158 St. George Street, Toronto, M5S 1A1, 978-6714.

10. Requests for programs for sponsored students from other countries are considered in the cases of nurses who are preparing for work in their own countries or for an international assignment.

message from the dean

Dorothy M. Pringle
DEAN

Last year we introduced a number of new programs into the Faculty of Nursing: a new two-year second entry program leading to the degree B.Sc.N., new concentration in the master's program to prepare Adult and Child Acute Care Nurse Practitioners (ACNP), and a new post baccalaureate diploma in Case Management which is administered through Wordsworth College. We continued to shepherd the new M.N./M.B.A. program through the approval process and it is now in the hands of the Ontario Council of Graduate Studies awaiting final approval. We are quite confident that it will be successful.

All of these new programs were developed in response to changes in the health care system and changing demands for well prepared and highly specialized nurses. We are delighted with the new programs and the students who were courageous enough to be pioneers in them (some might say guinea pigs). Our ongoing programs have even revised and adapted to this changing environment as well.

The last few years have been turbulent ones for the health care system and for nursing as a profession. We see light at the end of the tunnel. There are indications that at the government, public and health system levels there is increasing recognition of the value of nurses. Legislation was passed in February, 1998 that makes it possible for primary care nurse practitioners to practice independently, diagnose, prescribe medication and order diagnostic tests. These nurses are registered in the College of Nurses of Ontario in a new extended class and the College is beginning to work toward similar licensure for acute care nurse practitioners. Jobs are now plentiful for nurses and many new opportunities are developing for nurses prepared at the master's and doctoral levels. The Hospital for Sick Children created another new nursing chair, the Signy Hildur Eaton Chair in Pediatric Nursing Research. This complements our existing Heather M. Reisman Chair in Perinatal Nursing Research.

This is a very good time to enter Nursing as a profession at the university level or to be pursuing graduate work. On the latter front, we cannot keep up with the demand for nurses prepared at the master's and doctoral levels. At the same time, there is momentum across Canada to make a baccalaureate degree the basic educational requirement to become a nurse. Nurses with doctoral education are increasingly needed for academic positions and to take up research careers in hospitals and in the community.

The Faculty of Nursing is a strong research and teaching environment. Please come and see us to explore how we can make a career in nursing possible for you, or to assist you to gain the credentials and expertise you require to achieve your career aspiration in nursing.

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table of contents

Administrative Officers and Faculty 6
Sigma Theta Tau 9

UNDERGRADUATE PROGRAMS

Academic Calendar 12
Fees and Other Expenses 13
Statement on the Baccalaureate Nurse 14
Curriculum 15
Two-Year B.Sc.N. Curriculum 15
Four-Year B.Sc.N. Curriculum 15
B.Sc.N. for Registered Nurses 15
Admission and Application 19
Guidelines for Ethical and Professional Conduct for Nursing Students 22
Grading Regulations 23
Graduation 28

GRADUATE PROGRAMS

Master of Nursing (M.N.) 30
Master of Science (M.Sc.) 31
Collaborative Programs 32
Ph.D. Program 32
Course Descriptions 34

INFORMATION

Code of Student Conduct 42
Code of Behaviour on Academic Matters 44
Access to Student Academic Records 47
Scholarships and Financial Assistance 48
Housing Information 51
New College 51
International and Canadian Student Exchanges 52
Office of the University Ombudsperson 52
Special Services to Persons with a Disability 52
Family Care Advisor 53
Health Service 53
Career Centre 53
Counselling and Learning Skills Service 53
Health Sciences Writing Centre 53
Sexual Harassment Education, Counselling and Complaint Office 54

introduction

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SIGMA THETA TAU

The Faculty of Nursing sponsors the Lambda Pi Chapter of Sigma Theta Tau, an international nursing honour society. The purposes of this organization are to recognize academic excellence in nursing, to encourage research in nursing and to provide opportunity for communication among practitioners, educators and administrators.

Membership is open to current undergraduate students with high standing in their class; to those who have completed the B.Sc.N. program with high standing upon graduation; to graduate students who have completed one half of the required courses at a level significantly higher than that required for graduation. Membership in this organization endorses the quality of your achievement to date, and in itself provides a respected reference.

Enquiries about membership in Sigma Theta Tau are encouraged, and should be directed to the Chair of the Eligibility Committee, Lambda Pi Chapter of Sigma Theta Tau, in care of the Faculty.

UNDERGRADUATE programs

UNDERGRADUATE ACADEMIC CALENDAR 1998-99

UNIVERSITY OF TORONTO DATES

1998			1999		
July 1	Wed.	Canada Day: University closed	Jan. 4	Mon.	Spring term classes begin
August 3	Mon.	Simcoe Day: University closed	Jan. 15	Fri.	All accounts must be paid in full
Aug.31-Sept. 11	Mon.-Fri.	Registration period	Feb. 15-Feb. 19	Mon.-Fri.	Reading Week: classes withdrawn
Sept. 7	Mon.	Labour Day: University closed	April 2	Fri.	Good Friday: University Closed
Sept. 14	Mon.	Academic year begins	April 9	Fri.	Last day of spring term classes
Oct. 12	Mon.	Thanksgiving Day: University closed	April 19-May 7	Mon.-Fri.	Examination period
Dec. 11	Fri.	Last day of fall term classes	May 24	Mon.	Victoria Day: University closed
Dec. 14-Dec. 22	Mon.-Tues.	Fall term examinations			

DATES FOR FOUR-YEAR B.SC.N. PROGRAM

1998			1999		
Aug.7	Fri.	Deadline for submission of all course selection forms and elective courses	Jan. 15	Fri.	Last day to enrol in B and S elective courses
Aug. 21	Fri.	Deadline for students in Years 3 & 4 and Part-time study to submit completed registration material to the Student Services Office	Feb. 12	Fri.	Last day to drop H and Y elective courses and last day to withdraw from the full-time degree program without academic penalty
Sept. 25	Fri.	Last day to add A, F, H, and Y elective courses. Last day for students to submit course selection forms to the Student Services Office	March 5	Fri.	Last day to drop B and S elective courses without academic penalty
			April 12	Mon.	NUR406B optional clinical elective begins (to be completed in time for June Convocation)
Oct.26-Oct.30	Mon.-Fri.	All students must confirm their program of study	May 10-July 30	Mon.-Fri.	NUR409A
Nov. 6	Fri.	Last day to drop A and F elective courses without academic penalty			

DATES FOR TWO-YEAR B.SC.N. PROGRAM

1998			1999		
Sept. 14	Mon.	Classes begin for Year 1 and Year 2 courses	February 13	Fri.	Last day to drop H and Y courses and last day to withdraw from the full-time degree program without academic penalty
Oct. 26-Oct. 30	Mon.-Fri.	All students must confirm their program of study	March 5	Fri.	Last day to drop B and S courses without academic penalty
November 3	Mon.	Last day to drop A and F courses without academic penalty	March 19	Fri.	Last day of NUR461S
December 5	Fri.	Last day of fall term courses	April 2	Fri.	Last day of NUR370S and MPL202S
			April 12-Aug.7	Mon.-Fri.	Practicum NUR470S
			April 12	Mon.	NUR371B and NUR380B begin
			June 11	Fri.	Last day of NUR380B
			July 3	Fri.	Last day of NUR371B

The first day of the fall term, or tests, will not be scheduled on Rosh Hashanah (September 21, 1998) or on Yom Kippur (September 30, 1998), examinations will not be scheduled on the first two days (Thursday, April 1 and Friday, April 2, 1999) and last two days (Wednesday, April 7 and Thursday, April 8, 1999) of Passover.

Sessional dates may differ in other faculties or divisions and students are expected to check the appropriate calendar(s) in order to coordinate their schedules. Students are expected to abide by the withdrawal dates of this Faculty.

FEES AND OTHER EXPENSES

Students enrolling in this Faculty must pay at least the first installment of fees on or before the opening date of the session before they can be registered.

Each session students are required to pay tuition fees as established by the Governing Council and set out in the Schedule of Fees. Tuition fees normally consist of two parts: academic fees (including instruction and library) and incidental fees (including Hart House, Health Service, athletics and student organizations).

METHOD OF PAYMENT

In no case can a student be registered without showing the receipt for paid fees or OSAP deferral. Students may pay their tuition at any branch of the banks listed in the Fees Information Booklet. Students who are eligible to register are mailed a Fees Invoice by their Faculty. This Fees Invoice must be submitted with the appropriate payment according to the instructions in the Fees Information Booklet.

PAYMENT DEADLINES

Fees are due prior to registration and may be paid in full, or a minimum payment consisting of 60% of academic fees and 100% of incidental fees may be made as indicated in the Fees Information Booklet. All accounts must be paid in full by January 15th.

(All outstanding balances as of Oct. 15, regardless of the source of payment, are subject to a service charge of 1-1/2%, according to the instructions in the Fees Information Booklet.)

FEES FOR FOREIGN STUDENTS

In accordance with the recommendations of the Government of Ontario, certain categories of students who are neither Canadian citizens nor landed immigrants are charged academic fees of approximately $12,128 per session. Refer to the Fees Information Booklet for details.

SANCTIONS FOR NON-PAYMENT OF FEES

Students who have not paid their accounts in full may not receive official statements of results, transcripts or diplomas and may not re-register at the University until these accounts are paid in full.

LATE REGISTRATION FEE

Any student who registers after the final date for normal registration in his own faculty or school is required to pay a late registration fee of $43, plus $5 for each additional day.

RECEIPTS FOR INCOME TAX

Tuition and Education Credit Certificates for income tax purposes are available in February. It is the responsibility of the student to advise the Admissions Officer of any change or new allocation of a social insurance number. If this information is not received, tuition fee certificates may be invalid for income tax deduction. There will be a $3 charge for the preparation of duplicate tax receipts.

FEES ARE SUBJECT TO CHANGE AT ANY TIME BY APPROVAL OF THE GOVERNING COUNCIL.

For students enrolled in graduate program please consult the "Fees" section in the School of Graduate Studies Calendar.

Note: It is anticipated that in 1998/1999 fees will increase

FEES FOR FOUR-YEAR UNDERGRADUATE PROGRAM (1997/1998)

Academic fee	$3196.00
Incidental Fee	$558.00
Total Fee	**$3754.00**
(if paid in one installment)	
First installment due on or before Opening Day	$2476.00
Second installment due January 15	$1278.00

FEES FOR SECOND ENTRY UNDERGRADUATE PROGRAM (1997/1998)

Academic Fee	$4580.00
Incidental Fee (as for 4-Year Program)	$558.00
Total Fee	**$5138.00**
(if paid in one installment)	

First and Second installment dates similar to 4-Year Program.

FEES FOR PART-TIME STUDENTS (1997/1998)

The academic fee is based on calculations of a full course equivalent of 24 weights. The weight of a single nursing course may vary from 12 to 48 weights.

Academic Fee (per 24 weight)	$639.20
*Incidental Fee (payable once per session)	$193.82
Total	**$833.02**

The Academic Fee includes the following fees: Library, Annual Examination and Certificate or Degree.

The Incidental Fee includes the following fees: Students' Administrative Council, Athletic, Health Service, Undergraduate Association, Hart House, and The Varsity.

UNIFORMS

Students will provide their uniforms for hospital experience. In addition the student will need a pair of white oxfords and a stethoscope. Details and advice are available from the faculty. The costs of these items is approximately $200.

SPECIAL FEES

1	Advanced Standing Examination Fee (per sitting)	$57.00
2	Late Registration Fee	$43.00
	for each additional day	$5.00
3	Official Transcript	$6.00
4	Duplicate Tax Receipts	$3.00
5	Petition for examination re-read	$35.00
6	Photocopied materials for Nursing courses	*$10.00
7	Lab Supplies - NUR351F	$27.00

**Collected with installment of fees payment*

IMPORTANT: ALL FEES ARE SUBJECT TO CHANGE.

STATEMENT ON THE BACCALAUREATE NURSE

The goal of baccalaureate nursing education is to foster development and growth towards leadership, leadership being here defined as the initiative and the ability to influence others through direction, guidance or example, so that the health care of individuals, families, and communities is improved or a high quality is maintained.

In order that the graduate can assume a leadership role, certain competencies are considered critical. Paramount among these is the ability to go beyond the application of principles in familiar situations to higher order problem-solving, in which a unique combination of concepts and principles is applied to the solution of unfamiliar problems. This ability must be accompanied by a capacity for decision-making as demonstrated by wise choices in uncertain situations which contain many alternatives. The above qualities must be underscored by a spirit of inquiry and comprehensive knowledge of a scientific and humanistic nature which provides the basis for excellence in the professional practice of nursing.

Integral to the competence of the graduates is respect for the dignity and worth of people, and a concept of the professional person which includes a commitment to professional ethics and life-long learning and evaluation of and accountability for one's own practice.

PHILOSOPHY OF UNDERGRADUATE NURSING EDUCATION

The Undergraduate Nursing curricula are based on the following beliefs central to the profession of nursing. Nursing is the deliberate caring practice of promoting, restoring and maintaining individual, family and community integrity. Nursing's perspective is characterized by an emphasis on the well-being and optimal functioning of persons, whether sick or well and incorporates an acknowledgment of the uniqueness of individuals in their particular context. As a practice profession nursing must be politically knowledgeable and advocate for the well being of individual, family and society.

As part of our commitment to the advancement of knowledge in Nursing, we fundamentally encourage an ethos of inquiry, critique and self-reflection. Learning is viewed as a shared experience whereby both teachers and students are learners.

Opportunities are provided for students to develop nurse-patient relationships with individuals and families in a variety of hospital and community settings. Students collaborate with other members of the health team in the delivery of health care, developing their skill in critical thinking, in independent professional judgment, and in understanding the significance of research to the advancement of nursing knowledge.

The B.Sc.N. program is approved by the Approval Committee of the Council of Ontario University Programs in Nursing. The student is prepared for registration under the Regulated Health Professions Act of Ontario and to receive the degree Bachelor of Science in Nursing (B.Sc.N.).

IMPORTANT NOTICES

CHANGES IN PROGRAMS OF STUDY

The programs of study that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

CHANGES IN COURSES

For each program of study offered by the University through the Faculty, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, prerequisites and co-requisites, grading policies, and timetables without prior notice.

CHANGES IN REGULATIONS AND POLICIES

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty are displayed here. Applicable University policies are either fully displayed here or listed here.

In applying to the Faculty the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

CALENDAR LIMITATIONS

The University makes every reasonable effort to plan and control enrollment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrollment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrollment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrollment or resources are insufficient.

COPYRIGHT IN COURSE LECTURES

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

UNDERGRADUATE CURRICULUM

TWO-YEAR BACCALAUREATE PROGRAM IN NURSING

YEAR 1 - REQUIRED COURSES

NUR350F	Introduction to Nursing Practice
NUR351F	Introduction to the Discipline and Profession of Nursing
NUR360F	Nursing Practice: Healthy Individuals and Families Across the Lifespan
NFS286F	Nutrition
NUR370S	Maintaining Integrity in the Face of Acute and Chronic Disruption
MPL202S	Introductory Course in Medical Microbiology
NUR371B	Health, Identity and Care in the Community
NUR380B	The Research Process

YEAR 2 - REQUIRED COURSES

NUR410Y	Nursing and the Health Care System.
NUR420F	Advanced Nursing Theory.
NUR460F	Complexity of Persistent Illness: Health Care Transitions and Interpersonal Challenges
NUR461S	Primary Health Care - Nursing Perspectives
NUR470S	Integrative Nursing Practicum

FOUR-YEAR B.SC.N. CURRICULUM

*(**Note:** This program has been discontinued. There will be no further admissions to the four-year B.Sc.N.)*

YEAR 3 - REQUIRED COURSES

NUR300F	Nursing Approaches to the Experience of Disablement and Chronicity
NUR301S	Nursing Approaches to Health Promotion in the Community
NUR304Y	Research Methods & Statistics

ELECTIVE COURSES*

YEAR 4 - REQUIRED COURSES

NUR406B	Optional Clinical Elective
NUR409A	Summer Practicum**
NUR410Y	Nursing and the Health Care System: Policy, Ethics, and Politics
NUR420F	Advanced Nursing Theory

NURSING ELECTIVES (ONE EACH TERM)

NUR411A/B	Sustaining Integrity in Rapidly Changing or Life Threatening Situations
NUR412A/B	Maintaining Integrity with Transitions in Persistent Illness
NUR413A/B	Women as Health Providers and Health Care Consumers
NUR414B	Advanced Nursing Approaches to Population Health
NUR416A	Quality of Life in Long Term Care Environments
NUR417A/B	Primary Health Care

*ELECTIVE COURSES

A total of six Arts and Science elective courses are taken during the four-year B.Sc.N. program: 1 course in humanities, 1 philosophy course, 2 open electives and 2 social science courses. Courses taken in Year 3 must be at a 200 level or above. One of the social sciences taken during the program must also be at 200 level or above. The social science elective can be chosen from any of: Psychology, Sociology, Anthropology, Political Science, Geography, Economics, Environmental Science and core courses offered in Women's Studies. Please be advised that some social science courses require a 100 level course as a prerequisite.

**This 12-week required summer practicum is a Year 4 course which begins in May immediately following the completion of Year 3. This course may change in 1999 from the pattern of 12 weeks of paid practice from mid-May to early August, to a shorter unpaid experience. This decision will be determined by the availability of positions within the health care system. Students will be notified as early as possible if changes are required. Normally, NUR409A is considered a prerequisite for NUR411-417.

B.SC.N. PROGRAM FOR REGISTERED NURSES

***Note:** This program has been suspended. There will be no new admissions to this program.*

The B.Sc.N. program for registered nurses may be completed in either full-time or part-time study. Students may transfer from full-time study to part-time study and vice versa.

In part-time study, students may set their own pace as long as the total program is completed within 8 years of initial registration.

YEAR 3 - REQUIRED COURSES

CHL1489S	*Epidemiology
NUR310F	*Theory Course for Registered Nurses
NUR205S	*Health Assessment
NUR300F/313F	Nursing Approaches to the Experience of Disablement and Chronicity
NUR301S/312F	Health Promotion in the Community
NUR304Y	Research Methods and Statistics
*Physiology	

*not offered 1998/1999

YEAR 4 - REQUIRED COURSES

NUR410Y	Nursing and the Health Care System: Policy, Ethics and Politics

NURSING ELECTIVES (ONE EACH TERM)

NUR411A/B	Sustaining Integrity in Rapidly Changing or Life Threatening Situations
NUR412A/B	Maintaining Integrity in the Chronic Illness Experience
NUR413A/B	Women as Health Providers and Health Care Consumers
NUR414B	Advanced Nursing Approaches to Population Health
NUR 416A	Quality of Life in Long Term Care Environments
NUR 417A/B	Primary Health Care

Prerequisites for all Year 4 nursing electives are NUR300, NUR301, NUR312, or NUR313.

ELECTIVE COURSES FOR REGISTERED NURSES

Four elective courses are selected in addition to the one course in humanities or social science which is a prerequisite for the program. Considering the total of 5 elective courses as a group:

1. one is the prerequisite: may be selected from the humanities or social sciences;
2. two are open electives;
3. two curriculum related electives consist of a) one guided choice philosophy course b) one humanities (excluding languages) or a social science course - students will be required to take the opposite of what they took as a prerequisite for the programme.

Two of the five electives MUST be at a 200 level or above.

COURSE DESCRIPTIONS

TWO-YEAR B.SC.N. COURSES

(See table on p.17 for course equivalency and breakdown of hours of lecture/seminar and clinical practice for each course.)

NUR350F

Introduction to Nursing Practice

This course will introduce the student to the practice of nursing. The three distinct components of the course will provide the student with the theoretical knowledge and competencies to begin to provide nursing care and are structured in relation to three of Benner's domains of nursing practice - the helping role, diagnostic and monitoring functions and administration and monitoring of therapeutic regimens. Students will gain an understanding of physical assessment of individuals across the lifespan, the development of the nurse–patient relationship and an introduction to comfort and therapeutic nursing regimens.

NUR351F

Introduction to the Discipline and Profession of Nursing

This course will provide an introduction to the moral and theoretical foundations of the discipline of nursing and the place of nursing within health care. It will focus on nursing's social history and the way in which the profession of nursing is organized as part of the Canadian health care system. The nurse–patient relationship will be highlighted through nursing readings in phenomenology, interpersonal theory and ethics.

NUR360F

Nursing Practice: Healthy Individuals and Families Across the Lifespan

This course is designed to promote student learning of the theoretical concepts and the health issues related to normal growth and development of individuals and families across the lifespan. Theoretical understanding will be facilitated through participatory seminars, study guides and post-clinical conferences. Development of nursing practice including observation, health assessment and direct client and family care will take place in day care centres, health clinics, home visiting nursing services, centres for the elderly and pre/post natal hospital settings.

NFS286F

Nutrition

This course addresses the role of diet in normal physiology and health. A number of lecturers cover topics such as the role of vitamins, minerals and macro nutrients in the maintenance of normal function, diet and chronic disease. Life cycle, vegetarianism, control of food intake, food toxicology, anorexia and bulimia will also be covered.

NUR370S

Maintaining Integrity in the Face of Acute and Chronic Disruption

In this course students will learn to practice in settings where individuals experience acute and chronic disruptions to their health. The emphasis will be on the physical conditions which cause disruptions and their impact on the lived experience of ill individuals and their families. The structure of the course reflects development of beginner competencies in the seven domains of nursing practice. Students will practice in acute care settings with a variety of age groups under the supervision of an instructor. Prerequisite: NUR360F.

NUR371B

Health, Identity and Care in the Community

This course will introduce students to some of the basic skills and concepts in community nursing as they relate to the experience of chronic illness and disability. A health promotion framework will be used to enable students to move from an individual focus to a community perspective which looks at chronic illness and disability in a broader political context. The concept of identity will be used as an integrative thread to encourage students to

examine how concepts of identity are constructed by the social and political environments in which a person lives. Students will practice in selected community agencies and mental health settings. Prerequisite: NUR370S.

NUR380B
The Research Process
This course focuses on critical examination of the research process used in the development of nursing science. The research process and activities within the various quantitative and qualitative methodologies are described. Strategies for critically reviewing, integrating and disseminating research findings to clinical settings are discussed.

MPL202S
Introductory Course in Medical Microbiology
Topics to be covered will include a discussion of bacteria, viruses, fungi and their associated diseases. An emphasis will be placed on infection control principles and practice.

NUR410Y
Nursing and the Health Care System: Policy, Ethics and Politics
This course will examine the current health care system and the social, political, legal and ethical dimensions of issues facing consumers, providers and society. A variety of models will be used to examine the organizations in which nurses work, the health care system, ethical issues, and current legislative and professional issues.

NUR420F
Advanced Nursing Theory
This course is an opportunity for the student to apply critical analysis skills to theoretical thinking in nursing. It involves discussion of theory development in nursing and the metatheory level of philosophical questioning relative to the theory base for nursing. What it means to know in nursing, differences between a practice profession and a practice discipline and nursing as a field of inquiry are areas for discussion and debate.

NUR460F
Complexity of Persistent Illness: Health Care Transitions and Interpersonal Challenges
This clinical course will focus on the experience of individuals and families in maintaining integrity during acute episodes in persistent illness, which may include the dying process. The meaning and impact of these experiences across illness and developmental trajectories will be examined including cultural, ethical and system issues. Complexity includes pathophysiology, related interventions and the care delivery context. Themes to be addressed will be the caregiver context, the therapeutic process, temporality and challenges to therapeutic relationships. Prerequisite: NUR371A.

NUR461S
Primary Health Care - Nursing Perspectives
This course is designed to provide students with clinical practice skills caring for individuals, families and communities within the context of a primary health care delivery system. Relevant theories, ethical issues and research findings will be critiqued and applied to practice. Primary health care will be introduced as the foundation for health care reform, locally and globally. The contribution of nursing to health care reform will be emphasized. Prerequisite: NUR460F.

NUR470S
Integrative Nursing Practicum
This is a clinical summer course which will provide students with an opportunity to gain nursing practice skills in a least one continuous clinical placement. The focus of practice will be on integration of theoretical and clinical skills in preparation for graduation and professional registration examinations. It will be an individually tailored experience based both on each student's competency and their stated selection of a health problem, issue or specific population with which they wish to gain additional experience. Prerequisite: NUR460F, NUR461S.

TWO-YEAR B.Sc.N Courses

BREAKDOWN OF HOURS AND EQUIVALENCY

COURSE	LECTURE/ SEMINAR (Hours/week)	CLINICAL/ LAB (Hours/week)	COURSE EQUIVALENT*
NUR350F	5	3	1
NUR351F	2	-	.5
NUR360F	3	16	2
NFS286F	2	-	.5
NUR370S	6-14	16-24	2
MPF202S	2	-	.5
NUR371B *(12 wks)*	2-6	16-24	2
NUR380B *(9 wks)*	3	-	.5
NUR410Y	2	-	1
NUR420F	1.5	-	.5
NUR460F	3	24	2
NUR461F *(10 wks)*	4	24	1.5
NUR470S *(16 wks)*	1	32	2

Note: *Unless otherwise stated, courses run within usual schedules for fall and winter sessions. See academic calendar for dates of commencement of courses.*

**Course equivalencies are used for calculating yearly averages.*

FOUR-YEAR B.SC.N. COURSES

(See table on p.19 for course equivalencies and breakdown of hours of lecture/seminar and clinical practice for each course.)

NUR300F
Nursing Approaches to the Experience of Disablement and Chronicity.
The focus of this course is the maintenance of individual and family integrity in the face of the persistent disruption of chronic conditions. Students will gain an understanding of the lived experience of persons and families suffering with chronic illness and disability, and the role of the nurse in relationship to continuity of care. In a variety of living environments, nursing care will be provided which facilitates individuals' and families' integrity, well-being and quality of life. Prerequisite: NUR200Y.

Note: *In 1998/99 this course is designated as NUR313F for registered nurses where clinical practice is not a requirement.*

NUR301S
Health Promotion in the Community
At the completion of this course, the student will be prepared to practice nursing at a novice level, in a community health context. Through lecture format, seminars and community practice, students will apply theoretical concepts, and critically analyze community health issues and the determinants of health. The health of individuals, families, groups, and aggregates will be considered within the context of the community. Practice in a variety of community settings will provide students the opportunity to apply current theory and research to community nursing practice. Prerequisite: NUR200Y.

Note: *Prior to 1998/99 this course has been designated as NUR312F for R.N. students where clinical practice is not a requirement.*

NUR304Y
Research Methods and Statistics
This course focuses on critical examination of the research process used in the development of nursing science. Research activities within the various quantitative and qualitative methodologies are described. Strategies for critically reviewing, integrating, and disseminating research findings to clinical settings are discussed. This is an integrated research methodology course, in which steps of the research process and conceptual basis of statistical techniques are covered.

NUR406B
Optional Clinical Elective
This is an optional elective course which provides opportunity for an independent enrichment experience of continuous clinical practice in a setting of the student's choice. Minimum length is three weeks of five days per week. Prerequisite: Completion of all course requirements for the B.Sc.N. program.

NUR409A
Clinical Practicum
This practicum takes place between Year 3 and Year 4. It is designed to provide an experience in which the student is part of the work setting and is paired with a preceptor (clinical expert) in the agency where the experience occurs. The total experience is 12 weeks in length. Students receive academic credit for this experience and also, when possible and as negotiated on a yearly basis, payment from the agency for their service. Prerequisite: NUR300 and NUR301.

NUR410Y
Nursing and the Health Care System: Policy, Ethics and Politics
This course will examine the current health care system and the social, political, legal and ethical dimensions of issues facing consumers, providers and society. A variety of models will be used to examine the organizations in which nurses work, the health care system, ethical issues, and current legislative and professional issues.

NUR411A/B
Sustaining Integrity in Rapidly Changing or Life Threatening Situations
The course will focus on the acute illness experience in rapidly changing situations for the individual and the family across various contexts and across the life span. Advanced assessment skills, complex diagnostic tools, complex pharmaceutical protocols and pathophysiological processes will be discussed. Culture and ethical issues will be themes throughout the course. Prerequisites: NUR300 or NUR313, NUR301 or NUR312.

NUR412A/B
Maintaining Integrity with Transitions in Persistent Illness
The course will focus on the experience of individuals and families in maintaining integrity with persistent illness which may include the dying process. The meaning and impact of these experiences at various times in the illness trajectory will be examined. Implications of individual variations across the lifespan and across contexts will be analyzed. Cultural, ethical and sociopolitical issues will be themes throughout this course. Critical reflection of practice, using patient and family narratives, will be shared throughout. Critical analysis of current knowledge, theory and research related to the persistent illness experience will be emphasized. Students will be actively involved in the care of groups of patient/families experiencing persistent illness in contexts of acute care and/or rehabilitation. Prerequisites: NUR300, or NUR313, NUR301 or NUR312.

NUR413A/B
Women as Health Care Providers and Health Care Consumers
The focus of this course is on women's health issues, both health oriented and illness related and including mental, reproductive,

and occupational health concerns. Women's role as caregivers within families and society will be examined in relation to historical and political influences. The ways in which the social context shapes women's lived experiences is a central focus of this course as applied to lifespan issues, socio-political and economic influences, women's experiences of illness, and the phenomenal body. Prerequisites: NUR300, NUR301 or NUR312.

NUR414B
Advanced Nursing Approaches to Population Health
This course will critique and apply current knowledge, theory and research in the area of population health. The effectiveness and outcomes of programs and strategies designed to promote health and prevent disease in populations will be examined. Students will be actively involved in designing, implementing and evaluating programs to improve population health. Culture, ethical issues and understanding of the community's perspective will be themes throughout the course. Prerequisites: NUR300, NUR301 or NUR312.

NUR416A/B
Quality of Life in Long Term Environments
This course will focus on individuals who require assistance to live with compromised function either at home or in an institutional setting. Since most of these individuals have limited ability to adapt, the environment must be adapted to assist them to function at their maximum. Many but not all of these individuals are elderly and have dementing disorders, others have neurological disease while others are children with congenital, genetic or acquired disorders. Family caregivers are important contributors to the care and well-being of individuals requiring long term care. Prerequisites: NUR300, NUR301 or NUR312.

NUR 417A/B
Primary Health Care
This course is designed to provide students with clinical practice skills caring for individuals and families within identified communities. Primary health care is the pivotal sector of a comprehensive health care system and is guided by five principles: participation, appropriate technology, accessibility, intersectoral collaboration and health promotion. Current theories, ethical issues, research findings, and models of primary care services will be critiqued and applied. Students will practice within an interdisciplinary team and will reflect on local/global challenges and rural/urban challenges in the delivery of primary health care services. Prerequisites: NUR300, NUR301 or NUR312.

NUR420F
Advanced Nursing Theory
This course is an opportunity for the student to apply critical analysis skills to theoretical thinking in nursing. It involves discussion of theory development in nursing and the metatheory level of philosophical questioning relative to the theory base for nursing. What it means to know in nursing, differences between a practice profession and a practice discipline and nursing as a field of inquiry are areas for discussion and debate.

FOUR-YEAR B.Sc.N. Courses

BREAKDOWN OF HOURS AND EQUIVALENCY

COURSE	LECTURE/ SEMINAR (Hours/ week)	CLINICAL/ LAB (Hours/ week)	COURSE EQUIVALENT*
NUR300F	4	10	1.5
NUR313F	4	-	1
NUR301B	4	10	1.5
NUR304Y	3	-	1
NUR406B *(3-6wks)*	-	Full-time	Optional
NUR409A *(12 wks)*	4-6 (weeks 1-4 only)	30 x 4 weeks 37.5 x 8 weeks	Credit
NUR410Y	2	-	1
Two of:			
NUR411	3	24	2
NUR412	3	24	2
NUR413	3	24	2
NUR414	3	24	2
NUR416	3	24	2
NUR417	3	24	2
NUR420F	1.5	-	0.5

Note: *Unless otherwise stated, courses run within usual schedules for fall and winter sessions. See academic calendar for dates of commencement of courses.*

**Course equivalencies are used for calculating yearly averages.*

ADMISSION TO UNDERGRADUATE PROGRAM

ADMISSION AND REGISTRATION

The Faculty of Nursing offers a 23-month B.Sc.N. program to applicants with at least two years in an undergraduate arts and/or science program. Interested applicants should request the application package and an application form from the Faculty of Nursing or Office of Admissions and Awards. The deadline to apply to the program for the 1999-2000 academic year is March 31, 1999.

APPLICANTS OF ABORIGINAL ANCESTRY

Positions will be made available on an individual basis to qualified applicants of aboriginal ancestry who are eligible for funding by the Government of Canada.

STUDENT VISA APPLICANTS

Positions in the Undergraduate Program are available, on a competitive basis with all other applicants, to students on visas.

Full details of the University of Toronto undergraduate admission requirements are available on request from the Office of Admissions, University of Toronto, 315 Bloor St. West, Toronto, Ontario, M5S 1A3, (416) 978-2190

ADMISSION REQUIREMENTS

Possession of the minimum requirements does not ensure admission to the program.

To be eligible to enter the Bachelor of Science in Nursing (B.Sc.N.) program, applicants must have at least 2 years of an Undergraduate degree, with at least a mid-B (3.0 GPA) average in the last year.

The applicant must meet the following academic requirements:

10 full-course equivalents at the university level, which include:

a) a maximum of 6 courses at the 100 level
b) a full course in human physiology or its equivalent
c) at least one full-course equivalent in the life and physical sciences
d) at least one full-course equivalent in the social sciences (e.g. anthropology, sociology, psychology, women's studies, ethnic studies, international studies)
e) at least one full-course equivalent in the humanities (e.g. philosophy, art, history, literature)
f) one half course in statistics

SUPPORTING DOCUMENTS

Students will be required to complete the application form and provide the following documents.

i) An official transcript showing all subjects studied, grades obtained and grading scale used, from all universities/colleges attended. These transcripts must come directly from those institutions to the Faculty of Nursing. Applicants who have studied outside Canada must provide course descriptions to determine equivalency. A notarized English translation must accompany transcripts that are in a language other than English or French.
ii) A personal statement providing information about the applicant's goals, knowledge of nursing and thoughts on health care.
iii) Two completed reference forms.
iv) A resume.

ENGLISH FACILITY REQUIREMENTS

All applicants must show facility with the English language prior to review of their application. One of the following tests and scores will be accepted by the University of Toronto as satisfactory proof of English facility:

1. The Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). The requirement is a minimum score of 600 on the TOEFL test together with at least 5.0 on the Test of Written English. Please note that applicants must present both results.

   The TOEFL Bulletin of Information and Registration Form can usually be obtained from American embassies and consulates, offices of the United States Information Services (USIS), United States Education commissions and foundations, and binational centres. If you cannot obtain a TOEFL Bulletin locally, please write as early as possible to: TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ 08541-6151, USA. Be sure to check dates and register for both the TOEFL and TWE tests.

   The TOEFL institution code for undergraduate studies at the University of Toronto is 0982-00. (For undergraduate programs, please note there is no departmental code.) You must list this code correctly on the TOEFL forms, or we will not receive your result.

2. The Michigan English Language Assessment Battery. The requirement is a minimum overall score of 92.

3. The International English Language Testing System. Applicants are required to have scored an overall band of 7 and no band less than 5.

Note: *It is the responsibility of the applicant to ensure that one of the acceptable tests is taken. We strongly urge applicants to write one of the tests as early as possible, since test results take 4-6 weeks to reach our office.*

HEALTH REGULATIONS

(a) On Admission

Applicants must send to the Faculty by September 9, 1998:

i) a report from the applicant on the form provided, testifying to the general good health of the applicant
ii) a report from a nurse or physician, on the form provided for current immunization against rubella, tetanus, diphtheria, poliomyelitis, measles, mumps, Hepatitis B (In the academic year 1998-99, Hepatitis B will be offered through the University Health Service)
iii) a report from a nurse or physician, regarding immunity to chicken pox
iv) a report from a nurse or physician, on examination for tuberculosis
v) proof of registration in the Ontario Health Insurance Plan or its equivalent for medical and hospital insurance coverage
vi) a currently valid life support certificate (such as the Basic Rescuer Course offered through the Heart and Stroke Foundation)

It is the student's responsibility to ensure that the health form is properly completed and submitted. Students who fail to do so will not be allowed to enter clinical settings.

(b) During the Program
Each year in the program all students are required to provide evidence of:
i) yearly examination for tuberculosis
ii) yearly renewal certification of life support course

PETITIONS FOR RE-ADMISSION

Students who discontinue study at the end of any year of the Undergraduate Program may petition for re-admission with advanced standing on their return. This is granted on such conditions as the Admissions Committee may prescribe. When a period of over five years has elapsed since the courses previously studied were completed, these will be evaluated in terms of the content when the applicant seeks re-admission to the program. Permission to re-enrol in any calendar year will be determined by previous academic performance and places available.

Students re-admitted to the program are charged a re-admission fee of $24.00, payable at the time of registration.

SELECTION OF COURSES

Normally, all students in full-time attendance in the Faculty of Nursing will be expected to take a full program of studies each year as prescribed in the Faculty Calendar. For those students who have been granted advanced standing or credit on admission, four full courses or an equivalent of 96 weight units will be considered a full program in each of the years in which advance standing or credit has been awarded.

(a) Course Selection: Students in Year 3 of the four-year program must submit their course selection forms for approval to the Office of Student Services by August 7, 1998. After registration, students will have an opportunity to change their course selection until September 25, 1998, in consultation with the Office of Student Services. A student who has been granted credit for a course will not be permitted to repeat that course or its equivalent. A student may register for an extra course (a course not required for the B.Sc.N. degree) in addition to the regular program. It is not necessary for the student to pass the extra course but the standing will be recorded on the transcript. The average for the year is computed without the extra course. Registration for Returning Students will be conducted by mail. The deadline for submission of completed registration material to the Office of Student Services at the Faculty is August 21, 1998.

(b) Course Confirmation: In order to verify the computer loading of the courses and/or course selection changes ALL students are required to confirm their programs during the week of October 26. Beginning November 2, a late confirmation fee of $6.00 will be levied.

While the Office of Student Services is always available to give advice and guidance, it must be clearly understood that the ultimate responsibility for the completeness, correctness and confirmation of course selection rests with the student. Failure to observe regulations and deadlines can result in academic and financial consequences.

COURSES FROM OTHER UNIVERSITIES

Prior to taking courses at another university, students must request a Letter of Permission from the Office of Student Services to confirm acceptability of those courses for transfer credit. There is a $30.00 non-refundable fee for this request. Courses successfully completed on Letter of Permission will be recorded on the transcript only as a pass with no grade.

WITHDRAWALS AND TRANSFERS

(a) Students who wish to withdraw or transfer should consult with the Office of Student Services. Students who withdraw from the program must return their photographic identification, student and library cards with the notification of withdrawal.

(b) Students who wish to withdraw from any course must notify the Office of Student Services promptly. Merely ceasing to attend lectures or informing the instructor, although it is courteous to do so, does not constitute official withdrawal. Notice of withdrawal must be submitted to the Office of Student Services by the last day to drop a course without academic penalty as listed in the Academic Calendar (page 12). Students who (1) do not write the examination, or (2) cease to attend lectures after the last day to drop a course without academic penalty as listed in the Academic Calendar, without having officially withdrawn, will be assigned a mark consisting of the weighted average of the course work completed. Petitions for exception based on medical or compassionate grounds, together with supporting documents, must be submitted to the Admissions Officer before the end of the examination period.

PETITIONS

Students are responsible for knowing the rules and regulations in the Calendar. Failure to observe them can result in academic and/or financial penalties. However, students who have genuine difficulties in complying with a particular regulation may petition that it be waived or varied.

Students petitioning for re-admission, advanced standing or withdrawal from a course without academic penalty should consult with the Office of Student Services.

Students petitioning for exceptions to the academic regulations or to write a make-up examination should consult with the Program Director. Students who wish to submit medical certificates in support of their petitions for exceptions to the Academic Regulations must ask their physician to verify that the student was examined at the time of the illness, to state the degree of disability involved and to indicate the duration of the disability caused by the illness. When an examination has been missed because of illness, a student who requests to write a make-up

examination must submit a medical certificate stating that the student was incapable of attempting the examination at the scheduled time. Students writing make-up examinations will be asked to sign a Declaration of Confidentiality.

GUIDELINES FOR ETHICAL AND PROFESSIONAL CONDUCT FOR NURSING STUDENTS

PREFACE

Nursing is based on the ethical value of a commitment to promoting well-being by providing competent and compassionate care.

Nursing students when entering their educational programme should be committed to learning and accepting the ethical standards of conduct of the profession. During their educational programme, nursing students strive to learn to promote, to restore and to support health, to prevent illness and also to relieve suffering. Furthermore, nursing students will reflect on their own values and learn about the profession's values.

The following guidelines are designed to assist nursing students to provide ethical nursing care and to meet the Faculty's expectations regarding ethical and professional conduct. The guidelines will help nursing students become reflective, ethical practitioners.

Guidelines and codes are beneficial because they state values, obligations and limitations. These guidelines are designed to help students think about and resolve ethical and professional questions and issues. However, some ethical questions cannot be answered only by reference to a rule or guideline. Therefore, nursing students are encouraged to discuss ethical issues, concerns and questions as they arise, with their instructors and student group.

The Faculty of Nursing's Guidelines for Ethical and Professional Conduct for Nursing students complement the University of Toronto's Code of Behaviour on Academic Matters, University of Toronto's Code of Student Conduct and the Faculty of Nursing's Guidelines for Appearance of Student in Uniform. Students are responsible for knowing these documents and complying with the code and guidelines.

Nursing students are engaged in a number of relationships and therefore have obligations to different individuals and groups. Thus, the guidelines are divided into three sections (i) nursing student and the client, (ii) nursing student and other health professionals, and (iii) nursing student and the profession.

A. THE NURSING STUDENT AND CLIENTS

The nursing student is expected to respect the needs and values of clients. The following guidelines will assist the student in meeting this expectation.

1. The nursing student should be respectful of client's values, culture and religion.

2. When a nursing student does not wish to provide care to a client for ethical or religious reasons or because of a conflict in values, the student should discuss the assignment with the instructor as soon as possible. The nursing student must continue providing care until the issue is resolved.

3. The nursing student must provide safe, competent care to client(s). (Please refer to Faculty of Nursing Calendar, Undergraduate Information on Unsafe Performance, page 46.)

4. The nursing student should strive to establish a therapeutic and caring relationship with clients. This professional relationship is based on trust which must not be violated.

5. The nursing student should communicate verbally and non-verbally with clients and families in a professional manner.

6. The nursing student should maintain client/family confidentiality. The client or designated other must consent to information being disclosed to his/her family, friends, other individuals, and/or health professionals who are not members of the client's health care team. Nursing students are responsible for knowing the policy and practices regarding disclosure of confidential information at the agency where they are practicing.

   Information can be shared by the nursing student with the client's health care team and appropriate Faculty members. Client/families should not be discussed in public areas. Client/family confidentiality must be maintained in written assignments and student conferences.

   The general rule is that clients must consent to disclosure of information to any individuals who are not members of the client's health care team. However, under exceptional circumstances, information can be disclosed without the client's consent: for example, if the safety of the client or others is at serious risk unless specific information is disclosed. Under such circumstances, the nursing student should discuss the situation with his/her instructor. If the instructor is unavailable immediately the nursing student should discuss the situation promptly with a responsible person in the clinical setting.

7. The nursing student must not be under the influence of substances (for instance, alcohol and illicit drugs) during class nor at the clinical placement.

8. The nursing student should recognize that attendance at clinical placements is compulsory.

9. The nursing student should inform his/her instructor as soon as possible, or according to the manner established by the instructor, if he/she is unable to attend the clinical placement due to illness or extenuating circumstances.

B. THE NURSING STUDENT AND OTHER HEALTH CARE PROFESSIONALS

The following guidelines will assist the nursing student to develop and maintain professional relationships and ethical conduct with colleagues.

1. The nursing student is a member of the client's health team. Therefore, the nursing student should accept responsibility to work co-operatively with peers, the instructor and other health care professionals to provide competent and safe client care.

2. In the event that a nursing student has reason to believe that another student or health care professional is not giving competent and safe care, and/or is giving care under the influence of drugs and/or alcohol, the student's first obligations are to protect the client from harm, to ensure that client dignity is respected, and to inform the instructor of the situation immediately.

   If the instructor is not available immediately, the nursing student should inform promptly a responsible person at the clinical setting of the misconduct. Both misconduct and failure to report misconduct can result in a client being harmed psychologically and physically. It is left to the student's discretion whether he/she also wants to discuss the issue with the student(s) or health professional(s) involved.

C. THE NURSING STUDENT AND THE PROFESSION

The nursing student represents the nursing profession. Therefore, the student has an obligation to know and appreciate the profession's values and also, to incorporate them into his/her practice.

The following guidelines will assist the nursing student to meet this expectation:

1. The nursing student should understand the Canadian Nurses Association's Code of Ethics for Nursing and the College of Nurses of Ontario's Guidelines for Ethical Behaviour in Nursing.

2. The nursing student should refer to these codes when making decisions about an ethical issue.

3. The nursing student should discuss ethical and professional concerns with his/her peers, instructors and other Faculty members.

Approved by Faculty Council,
September, 1993

ACADEMIC SANCTIONS FOR STUDENTS WHO HAVE OUTSTANDING UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

(a) statements of results or official transcripts of record, or both, will not be issued;

(b) the University will not release either the official document (normally called diploma) which declares the degree, diploma, or certificate earned, nor provide oral confirmation or written certification of degree status to external enquirers;

(c) registration will be refused to a continuing or returning student.

The following are recognized University obligations:

tuition fees; academic and other incidental fees; residence fees and other residence charges; library fines; loans made by colleges, faculties or the University; Health Service accounts; Bookstore accounts; unreturned or damaged instruments, materials and equipment.

In accordance with the University of Toronto Policy on Academic Matters, all students registered in the Faculty of Nursing who have an outstanding obligation, will be subject to academic sanctions. Payments made by continuing or returning students shall be applied first to outstanding University debts, and then to current fees.

GRADING REGULATIONS

(a) The Committee on Standing is responsible for implementing the University Grading Practices Policy, and for formulating, implementing, and administering Faculty regulations relating to the Grading Practices Policy. Regulations specific to the Faculty have been approved by Faculty Council.

(b) As early as possible in each course, and no later than the last day to enroll in the course, the methods by which student performance will be evaluated and the relative weight for different assessments will be made available in written form to the class.

(c) Normally, student performance in a course will be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade. Exemptions to this regulation may be granted by Faculty Council on the basis of criteria developed by the Committee on Standing. In such circumstances, a formal discussion of student progress and appropriate written commentary must be made available to the student at the midpoint of the course.

(d) After the methods of evaluation and their relative weights have been made known, they may not be changed without the consent of a simple majority of the students enrolled in the course.

(e) All course grades submitted will be reviewed by the Committee on Standing before being released to students. The Committee may request clarification of the evaluation methods used and of anomalous grade distributions, or may require that grades as submitted be reconsidered. No grades are final or shall be released to students as official until the divisional review procedure has been carried out.

(f) In each course there shall be an examination or examinations (alone or in aggregate) conducted formally worth at least one-third of the final grade. Exemptions from this regulation may be granted by Faculty Council on the basis of criteria developed by the Committee on Standing.

(g) Commentary, appropriate in the instructor's judgment, on assessed term work, and time for discussion of it, will be made available to students.

(h) Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

(i) Failing papers will be re-read automatically by a second faculty member. Students failing clinical placements will be assessed automatically by a second faculty member.

(j) Group-evaluation, where used, will not constitute more than 25% of the final grade.

(k) A student will be permitted one opportunity only during the Program to write a make-up examination if he/she has misread any information regarding a scheduled test or examination.

CONDITIONS FOR ACADEMIC STANDING

(a) Grade Scale and Definitions

In evaluating written work and clinical performance, grades will be assigned with reference to the following scale, meaning and definition:

Letter Grade Scale	Scale of Grades	Meaning	Definition
A+ A A-	90-100% 85-89% 80-84%	Excellent	Extensive knowledge base; strong evidence of original thinking; capacity to critically analyze and synthesize; consistent ability to make decisions based on theory and critical evaluation.
B+ B B-	77-79% 73-76% 70-72%	Good	Sound knowledge base; original thinking; some critical capacity and analytic ability; ability to make decisions based on theory; ability to evaluate critically.
C+ C C-	67-69% 63-66% 60-62%	Adequate	Satisfactory knowledge base; some ability to analyze unfamiliar problems, make decisions, and evaluate critically.
D+ D D-	57-59% 53-56% 50-52%	Marginal	Unsatisfactory knowledge base; problem-solving limited to routine application of rules and/or based on inaccurate observation; errors of judgment in decision-making or limited ability to make decisions independently and limited ability to evaluate critically.
E	35-49%	Inadequate	Weak knowledge base; poor ability in problem-solving, decision-making and evaluation.
F	0-34%	Wholly Inadequate	Wholly inadequate; little evidence of even a superficial knowledge base; lacking in ability to problem-solve, make decisions and evaluate.

Designators: *assigned to students instead of regular grades.*

PASS/FAIL: A letter grade is not assigned in NUR409A. Students are graded on a pass/fail basis. This designation does not enter into the calculation of the sessional average.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

INC: Final grade not available. This designator must be replaced with a numeric grade within a specific time period, normally by the next submission deadline for grades. If "INC" is not cleared, a grade will be assigned based on the term work completed at that time by the student.

WDR: Withdrawn without academic penalty (granted upon approval of a student's petition for late withdrawal without academic penalty).

Note: *The following notations may also appear on a student's record:*

C: course taken for credit towards the degree

X: extra course, not for degree credit

REQUIREMENTS FOR CREDIT AND STANDING

Students must successfully complete ALL the academic requirements in a given year. Completion is dependent on having "obtained standing" in all the courses for that year. There will be no promotion to a subsequent year until all courses are successfully completed.

The method for determining the final grade for each course will be the responsibility of the instructor or course leader. Each course will consist of multiple evaluations. These evaluations will be graded according to specific criteria and successful completion of a given evaluation may be required to obtain "standing" in the given course. The breakdown pertaining to allocation of marks and grading practices will be made available to the students in writing at the start of each course, and will comply with the University Policy of Grading Practices.

STATUS

i) To receive credit in NUR courses, the aggregate of the term and examination marks or, in those courses meeting the criteria for exemption from a final examination, the aggregate of all term work must equal a letter grade of C- or better.

ii) To receive credit in courses other than NUR courses, a candidate must obtain D- or better as the final grade in the course.

iii) All prescribed term work shall be completed by the dates specified or a penalty may be imposed. Students will be so notified at the beginning of the year.

iv) In order to obtain credit in NUR courses which include clinical practice, students must achieve a passing grade in both the theory and clinical practice components of the course. (A grade of "Pass" or "Fail" will be assigned for NUR409A.) Students who do not achieve a pass in both components of the course will receive a grade of "F". **Attendance at clinical practice is compulsory.**

v) Students are expected to participate in laboratory classes where observation and/or practice is carried out on themselves or on a fellow student.

vi) A student whose performance in nursing practice is unsafe, or whose attendance in any NUR course is deemed unsatisfactory, may be required to withdraw from a course, or may have his/her registration in the Faculty canceled at any time by the Committee on Standing.

For this purpose, unsafe performance is the display by a student in caring for a patient of (1) a lack of knowledge, skill or judgment, or (2) disregard for the welfare of the patient, of a nature or to an extent which indicates that the student is unfit to continue in a course or courses or to continue as a student in the Faculty (see p. 46, Divisional Sanctions).

vii) To qualify for standing in the year, a full-time student must obtain credit in all or all but one and one-half of the courses of the year.

viii) A part-time student must pass on the initial attempt in at least 4 of the first 5.5 courses. If a student fails more than 1.5 of the first 5.5 courses or any subsequent set of 5.5 courses on the initial attempt, he or she must apply for re-admission to the program.

ix) A student who has failed a course must repeat all prescribed work in the failed course.

x) A full-time student shall be on academic probation for a period of up to 16 months who (a) has an average of less than 60% in any academic year; or (b) has failed to achieve standing in 1.5 courses in any academic year. Consult page 46, Divisional Sanctions, for more information.

xi) A student who has failed to achieve standing in the equivalent of 1.5 required courses will not be allowed to register in the next higher year until the courses have been successfully repeated.

xii) A student may carry the equivalent of one course into the next higher year (with the exception of NUR 200, 300, 301, 312/313 in the four-year program).

xiii) Progression from one year to the next in the four-year program is sequential. Normally students must have received credit in all courses of Year 1 before registering in Year 3, including their elective requirements for that year, and in all courses of Year 2 before registering in Year 4.

Note: *Consult page 46, Divisional Sanctions, for further information concerning regulations on unsatisfactory work.*

xiv) In the four-year program students may take elective courses required for the completion of the second or third year in the summer preceding the year in which the course is required. The summer course will be considered part of the following year's program. The grade obtained in the summer course will not influence the average of the following winter session but will enter into the determination of the student's standing for that year.

Students may take one elective course in the summer session to complete outstanding requirements of the previous winter session. In such cases, the summer course will be considered part of the previous year's program, and will enter into the determination of the student's standing for that year.

ANNUAL EXAMINATIONS

i) The annual examinations are held in April and May. Final examinations in the first term are held in December. All students are expected to be available until the end of the scheduled examination periods. Students who make personal commitments during the examination periods do so at their own risk; no special consideration will be given and no special arrangements made in the event of conflicts in such circumstances.

ii) Access to copies of the previous final examination papers is contingent upon the approval of the course instructor.

iii) Within three months of the issue of final results, students may be allowed on request to review their final examination papers in any required course in the presence of the instructor of that course. Examination papers may not be removed from the Faculty. Arrangements must be made with the Office of Student Services.

If, upon inspection of this, a student wishes to have the examination paper re-read, a petition should be submitted to the Office of Student Services for a fee of $35, outlining the student's reasons in detail. This must be done within three months of the issue of final results. Such a petition will be granted only when it contains specific instances of disagreement with the existing grading and an indication of the academic grounds for such disagreement. If the mark is changed as a result of this petition, the $35 fee for the petition will be refunded.

Students should note that when a course is failed, the examination must be re-read before the marks are reported, and instructors may not subsequently re-read any final examination except on the authority of a petition. Students must accept the fact that a re-reading may lead to a lowering of the mark, to a raising of the mark, or to no change.

SUPPLEMENTAL EXAMINATIONS IN THE FOUR YEAR PROGRAM

i) Subject to the exceptions below, supplemental privileges may be offered at the discretion of the Committee on Standing to full-time and part time students as follows:
1. full-time students who have obtained standing in all but one and one-half courses in the year's work, have successfully completed the term work in the failed course, and whose overall average in the academic year is 65% or better;
2. part-time students who have failed a course but have successfully completed the term work of the course.

In reaching its decision, the Committee will take into consideration the student's overall academic record in the program.

i) No supplemental privileges are offered in Arts & Science courses.
ii) No supplemental privileges are offered in NUR300A/B, NUR301A/B, NUR312F, NUR313S, NUR409A and Year 4 nursing elective courses.
iii) In Year 4, supplemental privileges may be offered at the discretion of the Committee on Standing to students who have obtained standing in all but one full course.

ii) If a student has failed a course in which supplemental privileges are not offered, it shall be the responsibility of the student either to repeat the course or to select a suitable substitute approved by an appropriate advisor.

AVERAGING

An average is calculated, and status is assigned at the end of each calendar year. The average is the weighted sum of the percentage grades in all credit courses taken, divided by the number of credit courses taken. Normally, a half course carries half the weight of a full course.

Courses noted "SDF", "XMP", "PASS/FAIL" or "WDR" are not included in the average, nor are transfer credits, courses taken on letter of permission, or courses designated as "extra". The computation of the average will be delayed if "SDF" or "INC" has been granted in any credit course.

STATUS DESIGNATIONS

The following status designations may be assigned in the instances described:

a) **In Good Standing:** (1) a student who has successfully completed all credit courses taken in a session with an overall average of 60% or more; (2) a student who has passed a supplemental examination in a given course when the supplemental examination is the student's only remaining condition.

b) **Registration Canceled:** (1) a student who twice fails to advance to the next higher year; (2) a student who fails to clear probation; (3) a student whose marks would invoke probation a second time in the undergraduate program.

c) **Failed Year - Registration Canceled:** a student who fails more than 1.5 courses during a year.

d) **On Probation: May Proceed:** (1) a student who has an average of less than 60% in any academic year; or (2) a student who has failed to achieve standing in 1.5 courses in any academic year.

e) **On Probation: May Not Proceed to the Next Higher Year:** (1) a student has an average of less than 60% in any academic year and has failed 1.0 NUR courses (including NUR200, NUR300 and NUR301); (2) a student has failed to achieve standing in 1.5 courses in any academic year (including 1 or more of NUR200, NUR300 and NUR301); (3) a student has failed 1.5 required courses.

f) **Conditioned - May Proceed:** (1) a student who has failed one course which is not a prerequisite for the next higher year; or (2) a student who has supplemental privileges in any course and who had not been placed on probation.

g) **Conditioned - May Not Proceed to the Next Higher Year:** a student who has not been placed on probation and who is required to successfully repeat a course before proceeding to the next higher year.

h) **Suspended:** see page 46, Divisional Sanctions.

REGULATIONS CONCERNING UNSATISFACTORY WORK

(a) Students who have their registration canceled and desire to be re-admitted to the program must petition the Admissions committee at the Faculty of Nursing for permission. Decision to re-admit will be determined by previous academic performance and places available.

(b) Normally the Faculty Council will not grant re-admission or further registration in the Faculty to any student who on two occasions fails to secure the right to advance to a higher year in the Faculty.

(c) Faculty Council may suspend a student from registration in the Faculty for a given period of time not exceeding two years and/or until the satisfaction of other conditions as it may see fit. Upon satisfying the conditions of the suspension, the student shall be eligible for consideration to re-register in the Faculty.

(d) A student who does not write final examinations or who withdraws from the full-time program after February 14 (except for medical or similar reasons, for which proof must be submitted) will be regarded for the purposes of these regulations as having failed to obtain standing for the year.

(e) Probationary Status

A full-time student shall be on academic probation for a period of up to 16 months who: (1) has an average of less than 60% in any academic year; or (2) has failed to achieve standing in 1.5 courses in any academic year.

A part-time student shall be on academic probation for a period of up to 16 months who: (1) has a cumulative average of less than 60% on the first set of 5.5 courses or any subsequent set of 5.5 courses; (2) fails 1.5 of the first set of 5.5 courses or any subsequent set of 5.5 courses.

Probation will begin the day the grades are reviewed by the Committee on Standing. It must be cleared within 16 months of that date.

Clearing Probation

Requirements for the lifting of probation are:

1. successful completion of all courses taken during the probationary period;

2. clearance of any previously failed courses;

3. achievement of an average of 60% or better in the probationary period.

Students who fail to clear probation in the probationary period, or whose marks would invoke probation a second time in their undergraduate program will have their registration canceled.

(f) Unsafe Performance

Unsafe performance is the display by a student in caring for a patient of (1) a lack of knowledge, skill or judgment, or (2) disregard for the welfare of the patient, of a nature or to an extent which indicates that the student is unfit to continue in a course or courses or to continue as a student in the Faculty.

Procedures for Withdrawing a Student for Unsafe Performance

1. The clinical instructor will identify unsafe performance by the student and notify the student in writing of the basis of the instructor's decision. The instructor will meet with the student to discuss the written notification.

2. The instructor will inform the program director immediately.

3. A second instructor, experienced in the same clinical area and mutually agreed upon by the first instructor, the student and the program director, will be asked to independently review the documentation, observe the student in the clinical setting (if appropriate) and render an opinion regarding the safety of the student's clinical performance.

4. If it is determined by both instructors that the student's performance is unsafe, the student will be asked to leave the clinical area immediately, will be withdrawn from the course and will be assigned a grade of "F" for the course.

STRUCTURES AND PROCEDURES FOR ACADEMIC APPEAL

(a) An academic appeal is an appeal by a student:

i) against a decision as to the student's success or failure in meeting an academic standard or other requirement,

ii) as to the applicability to the student's case of any academic regulation.

Academic appeals are preceded by:

i) a meeting with the faculty member involved,

ii) a petition in writing to the Committee on Standing.

(b) Structures:

i) The Academic Appeals Committee of the Council of the Faculty of Nursing has been established as the formal structure within the Faculty for the hearing of appeals. Within the Faculty, final decision on an appeal rests with this Committee which reports to Faculty Council for information.

ii) A further right of appeals is to the Academic Appeals Board of the Governing Council.

(c) Procedures:

i) In the event that a student feels that there is a cause for appeal and is considering a formal appeal, he/she should first arrange an interview with the Chair of the Undergraduate Program.

ii) If a formal appeal is to be launched, the student must consult the Program Director about the preparation and submission of the appeal.

iii) Time Limit - An appeal to the Faculty of Nursing Academic Appeals Committee must be submitted no later than six months after the decision from which the appeal is being taken has been communicated in writing to the appellant. An appeal to the Academic Appeals Board of Governing Council shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board. Notice may be filed no later than ninety days after the decision from which the appeal is being taken has been communicated in writing to the appellant.

iv) The written notice of appeal must state the nature and grounds of the appeal. Normally a copy of any document(s) that will be used in support of the appeal will accompany the form.

v) The appellant has the right to appear before the Academic Appeals Committee in person, with or without counsel or other adviser. If the appellant intends to be represented by counsel, this must be communicated to the Chair of the Academic Appeals Committee on the notice of appeal.

vi) Receipt of the appeal will be acknowledged by the Chair of the Academic Appeals Committee in a form letter sent by registered mail or other receipted delivery.

vii) The Chair of the Academic Appeals Committee, along with the Admissions Officer, will then set a date and time for the appeal to be heard. The appellant will be notified of the date, time and place of the meeting by registered mail or other receipted delivery.

(d) General Format for the Conduct of the Academic Appeals Committee Meetings:

i) On entry to the Academic Appeals Committee Meeting, the appellant and/or counsel are informed that the members of the Committee have read but not discussed the appeal and related material.

ii) Both parties and/or their counsel have the right to call and examine/cross-examine witnesses and present their arguments and submissions, including any new information. The parties are requested however to only highlight, and not repeat points already made in the submitted materials.

iii) The Committee members may then wish to raise questions to the appellant about the evidence presented.

iv) If the appellant has had a petition refused by another committee in the Faculty of Nursing that is relevant to the appeal, the chair of that committee will be asked to present the reasons for refusal. If it not possible to attend in person that chair will be asked to provide a written statement summarizing the reasons for the refusal of the petition.

v) If the appeal concerns a faculty member, that person will be invited to attend the hearing to respond to the appeal. A written statement from the instructor may be elected as an alternative.

vi) The appellant will be ensured the opportunity to make a final statement.

vii) After both parties have completed their arguments and the members of the Academic Appeals Committee have completed the questioning of the parties, the student, his/her counsel, and any other person who has taken part in this hearing shall withdraw and the Academic Appeals Committee shall proceed to consider and determine their decision on the appeal.

viii) The decision of the Academic Appeals Committee will be determined by a majority show of hands.

ix) The decision of the Academic Appeals Committee will be sent by registered mail or other receipted delivery within four working days following the meeting at which the decision is made.

x) When communicating the decision to the appellant, the Academic Appeals Committee will give a concise but complete statement of reasons for the decision.

GRADUATION

A student shall be eligible to receive a Bachelor of Science in Nursing degree when all requirements of the program have been satisfactorily met.

GRADUATE programs

GRADUATE PROGRAMS

The Faculty of Nursing has offered a graduate program leading to a Master's degree since 1970. Currently it offers a Master of Nursing program and a Ph.D. program.

The Master of Nursing (M.N.) is a course-only, non-thesis program.

The Master of Science (M.Sc.), which is a research-focused program requiring a thesis, is not accepting students in 1998/99.

ACCESS TO GRADUATE STUDENT ACADEMIC RECORDS

Students should consult page 47 of this Calendar regarding the policy and procedures for access to graduate student records.

ALPHABETIC CHARACTER FOLLOWING COURSE NUMBERS

Y - a full course
A - a full course offered in the first term
B - a full course offered in the second term
H - a half course
F - a half course offered in the first term
S - a half course offered in the second term
L - a course in which, for valid academic reasons, it is necessary to extend the work of the course into the term following the academic session/term in which the course is offered.

APPLICATIONS AND DEADLINE

Application forms and further information for all graduate programs in this Department may be obtained by writing to:

Graduate Department of Nursing Science
University of Toronto
50 St. George Street
Toronto, Ontario M5S 3H4
Tel. no. (416) 978-2863
Fax no. (416) 978-8222
E-mail address: <graduate.nursing@utoronto.ca>

A personal interview can be arranged upon request by calling this Department at (416) 978-2863.

Deadline for application to all graduate programs is February 1.

FEES

Students should consult the "Fees" section in the School of Graduate Studies Calendar.

GRADING PRACTICES

Students should consult the School of Graduate Studies Calendar for information on grade scales and grading procedures. All assignments submitted for evaluation must be typed. The departmental definition of grades used in grading graduate level nursing assignments is as follows:

A

Superior performance with strong evidence of original thinking, good organization, sound critical evaluations; evidence of depth of knowledge in the discipline, a clear command of related principles and theories.

B

Good performance with good organization; good evidence of original thinking; some evidence of critical evaluation, ability to analyze and synthesize and to discriminate issues; good grasp of the subject matter.

FZ

Inadequate performance. Organization may range from fair to poor; original thinking, critical and analytical skills, and ability to synthesize may be evident to some degree or not at all; exploration of relevant issues ranges from limited to irrelevant or trivial treatment of the topic; grasp of the subject ranges from some understanding to insufficient knowledge; skills for effective work may be evident to some degree or only minimally.

DEPARTMENTAL APPEALS PROCEDURE

Students should consult the "Appeals" section in the School of Graduate Studies Calendar.

MASTER'S PROGRAMS

MASTER OF NURSING (M.N.)

The M.N. program is designed to prepare advanced practitioners of nursing who have specialized knowledge and skills in a defined area of nursing and the expertise to design programs and influence practice in that area.

The objectives are to prepare graduates who:

1. have in-depth knowledge in a defined area of clinical nursing practice or administration;
2. use research and other sources of information to design programs of nursing care or administrative practice;
3. have the ability to influence how research is applied in practice settings;
4. understand the social, political and economic forces that operate on the health care system and nursing as a discipline;
5. can influence nursing's position in the health care system and society;
6. have the potential to advance to leadership positions in nursing and the health care system.

APPLICATION & ADMISSION

Candidates are accepted under the general regulations of the School of Graduate Studies. Meeting minimal requirements does not ensure admission. The admission requirements are as follows:

1. Candidates must have a B.Sc.N. degree from the University of Toronto or an equivalent degree.
2. Candidates must have obtained a mid-B standing in the final year of undergraduate study and, in addition, must have obtained a B standing in the next-to-final year. It is expected that the candidate will have obtained good academic standing in non-nursing as well as nursing subjects. If the candidate completed the bachelor's program on a part-time basis, the final year average will be calculated based on the five most relevant senior level full courses.
3. Candidates must submit official academic transcripts, a curriculum vitae, three letters of reference, and a statement of goals and expectations which clearly indicate the intended field of study.
4. Candidates should have successfully completed an introductory course in statistics. If this is not possible prior to admission, the program of the first year must be planned to include such a course. Failure to successfully complete the statistics requirement may jeopardize the student's registration.
5. In addition to all the above requirements, candidates seeking admission to the Acute Care Nurse Practitioner option must also have two years of clinical experience.

FIELDS OF STUDY

The program offers three fields of study:

1. Nursing Administration
2. Clinical Nursing
3. Acute Care Nurse Practitioner
   (a) Adult Acute Care
   (b) Child Acute Care

In consultation with their faculty advisor, students select a set of courses that meet their clinical interests and provide a theoretical foundation for their area of study.

PROGRAM AND DEGREE REQUIREMENTS

For **Nursing Administration** and **Clinical Nursing** fields, the program is comprised of seven (7) required courses and five (5) elective courses. There are two periods of concentrated clinical practice. A minimum of two elective courses must be selected from the elective courses offered by the Department of Nursing Science. The remaining three electives courses may be taken in any graduate department at the University of Toronto.

For the **Acute Care Nurse Practitioner** field, the program is comprised of ten (10) required courses and two (2) elective courses. There are three periods of concentrated practice.

LENGTH OF PROGRAM

The program can be taken on a full- or part-time basis. The length of the program for full-time study is two academic years. All requirements for the degree must be completed within six years from the date of the student's first enrollment.

MASTER OF SCIENCE (M.SC.)

THIS PROGRAM IS NOT OPEN FOR ADMISSION FOR THE ACADEMIC YEAR 1998/99.

The M.Sc. program is designed to provide students who are interested in pursuing a career of scientific inquiry with the knowledge and skills required to proceed to doctoral study. A major component of the program is the conduct of a thesis under the supervision of a faculty member.

The objectives are to prepare graduates who:

1. have in-depth knowledge in a defined area of clinical nursing practice or administration;
2. have the necessary research skills to participate in collaborative research efforts;
3. have the analytic skills to formulate research questions based on the evaluation of research and scholarly works;
4. value scientific inquiry and critique as the foundation for the advancement of nursing knowledge.

FIELDS OF STUDY

The program offers three fields of study:

1. Nursing Science of Healthy Individuals, Families and Communities
2. Nursing Science of Individuals and Families Experiencing Acute and Chronic Illness
3. Science of Nursing Administration

In consultation with their faculty advisor, students select a set of courses that provide a theoretical foundation in their field of study.

PROGRAM & DEGREE REQUIREMENTS

The program is comprised of three (3) required courses, three (3) elective courses in the student's field of study, an advanced methodology course, and a thesis. There is one period of concentrated clinical practice.

The M.Sc. program includes a thesis based upon an approved research problem. Before the recommendation for degree is forwarded to the School of Graduate Studies, the final version of the thesis, amended as necessary following the oral defense, must be approved by the thesis supervisor and one unbound and two bound copies must be submitted to the Graduate Department of Nursing Science.

LENGTH OF PROGRAM

The program can be taken on a full- or part-time basis. The program may be completed in a minimum of two years of full-time study. All requirements for the degree must be completed within six years from the date of the student's first enrollment.

COLLABORATIVE PROGRAMS

Students in the Graduate Department of Nursing Science may elect to participate in the following collaborative programs:

AGING AND THE LIFE COURSE

Information about the program and admission requirements can be obtained from the Institute for Human Development, Life Course and Aging, 222 College St., Toronto, Ontario, M5S 3H4
Tel. no. (416) 978-7910

BIOETHICS

Information about the program and admission requirements can be obtained from the Joint Centre for Bioethics at 88 College St., Toronto, Ontario M5G 1L4
Tel. no. (416) 978-2709

ETHNIC AND PLURALISM STUDIES

Information about the program and admission requirements can be obtained from the Department of Sociology at 203 College Street, Toronto, Ontario M5T 1P9
Tel. no. (416) 978-4783

PH.D. PROGRAM

The Ph.D. program is designed to prepare scientists with the analytical and research skills required for the study of clinical or administrative nursing problems. The completion of a thesis forms a major component of the program.

The objectives are to prepare graduates who:

1. understand the theoretical foundations of nursing science;
2. appreciate the relationship between nursing science and the scientific basis of other health disciplines;
3. demonstrate in-depth knowledge of a selected aspect of nursing science;
4. are able to design and conduct research studies of relevance to nursing science;
5. demonstrate commitment to ethical scholarship and collaboration in the furthering of knowledge, and have a critical and objective perspective on research;
6. can contribute to the education of undergraduate and graduate nursing students.

APPLICATION AND ADMISSION

Candidates are accepted under the general regulations of the School of Graduate Studies. Meeting minimal requirements does not ensure admission.

Candidates for admission to the Ph.D. program must have a University of Toronto Master's degree in nursing, or a degree from an equivalent nursing program in a recognized university. Candidates must have achieved at least a B+ standing in their master's program.

The application process will involve:

1. Identification of and firm commitment from a potential Ph.D. supervisor;
2. Submission of copies of official academic transcripts from each university attended;
3. Submission of curriculum vitae, and relevant publications;
4. Submission of a statement, about 300 words in length, indicating the candidate's reasons for Ph.D. study, research interests, and future plans;
5. Submission of two letters of recommendation from professors familiar with the candidate's earlier graduate work. For those who completed a Master's thesis, one letter must be from the thesis supervisor;
6. A personal interview with the Ph.D. Admissions Committee.

FIELDS OF STUDY

Students will elect to study in one of three research fields:

1. **Nursing Science of Healthy Individuals, Families and Communities**
   This field has its roots in health education, social support, and health promotion, from micro (nurse-client) to macro (community development) level.
2. **Nursing Science of Individuals and Families Experiencing Acute and Chronic Illness**
   This field is concerned with understanding and ameliorating the effects of acute and chronic illness on individuals and families, and encompasses both fundamental and applied research.
3. **Science of Nursing Administration**
   This field examines the factors that affect nurses' ability to provide high quality nursing care in various employment settings and strategies that can be used to improve nurses' work life.

PROGRAM & DEGREE REQUIREMENTS

In order to qualify for the degree, a candidate shall complete a program of study approved by the Graduate Department of Nursing Science. A Supervisory Committee will be formed for each student, the purpose of which will be to plan with the student a program of study and to monitor the student's progress. The student's program of study will be designed to support the student's research and to provide depth and breadth in the area under study.

The program of study will include a minimum of four (4) courses, student/faculty research seminars during the first two years in the program, and a thesis based upon an approved research problem.

The courses will include:

1. one required course, Theoretical Perspectives in Nursing Science;
2. one elective from the student's major field of study;
3. a minimum of one elective in research methodology to support the student's research;

4. a minimum of one elective to expand the student's knowledge base in the chosen field of study.

A comprehensive examination will be required upon the completion of course work. The student's thesis will be defended in the Departmental Oral Examination and the Final Oral Examination of the School of Graduate Studies.

LENGTH OF PROGRAM

All requirements for the degree must be completed satisfactorily within six calendar years from the date of the student's first enrollment in the program leading to the degree of Doctor of Philosophy.

COURSES

REQUIRED COURSES FOR M.N. PROGRAM

NURSING ADMINISTRATION AND CLINICAL NURSING

NUR1016F/S
Social and Political Issues in Health Care/G. Donner, E. Ross

NUR1017F/S
Theoretical Developments in Nursing Science/D.Wells, F .Wynn

NUR1022F/S
Critical Appraisal of Research/E. Hodnett, H. Llewellyn-Thomas

NUR1069Y/A
Advanced Nursing Practice (CR/NCR)**/staff

NUR1070Y/A/B
Integration of Theory/Research in Practice (CR/NCR)**/ G. Donner

A course on health care delivery systems
A course on communication

Note: *Prerequisites for NUR1069Y/A and NUR1070Y/A/B is successful completion of a minimum of 5 courses.*

Submission of a health evaluation and immunization form is required prior to registration in NUR1069Y/A and NUR1070Y/A/B.

ACUTE CARE NURSE PRACTITIONER

NUR1016F/S
Social and Political Issues in Health Care/G. Donner, E. Ross

NUR1017F/S
Theoretical Developments in Nursing Science/D.Wells, F .Wynn

NUR1022F/S
Critical Appraisal of Research/E. Hodnett, H.Llewellyn-Thomas

NUR1101S
Advanced Health Assessment and Diagnostic Reasoning - Child/ M. McAllister

NUR1102S
Advanced Health Assessment and Diagnostic Reasoning - Adult/ L. Cicutto

NUR1103F/S
Pathophysiological Concepts/ D. Atchison

NUR1104S
Pharmacotherapeutics/A. Bjelajac
(Pre- or co-requisite: NUR1101 or NUR1102)

NUR1105F
Advanced Practice Role: Roles and Issues / M. McAllister, L. Cicutto

NUR1106A/B/Y
Advanced Nursing Care of Clients and Families I /L. Cicutto, M. McAllister
(Prerequisite: NUR1101 or NUR1102 and NUR1103 or NUR1104)

NUR1107A/B/Y
Advanced Nursing Care of Clients and Families II /L. Cicutto, M. McAllister
(Prerequisite: NUR1106)

NUR1108B
Advanced Nursing Care of Clients and Families III /L. Cicutto, M. McAllister
(Prerequisite: NUR1107)

Note: *Submission of a health evaluation and immunization form is required prior to registration in NUR1069Y/A, NUR1070Y/A/B and NUR1108B.*

REQUIRED COURSES FOR M.SC. PROGRAM

NUR1017F/S
Theoretical Developments in Nursing Science/D. Wells, F.Wynn

NUR1022F/S
Critical Appraisal of Research/E. Hodnett, H. Llewelyn-Thomas

NUR1070Y/A/B
Integration of Theory/Research in Practice (CR/NCR)**/ G. Donner
(Prerequisites for NUR1070Y/A/B are completion of all course work, and approval of the thesis proposal by the Thesis Committee)

THS9999Y
Thesis

Note: *Submission of a health evaluation and immunization form is required prior to registering in NUR1070Y/A/B.*

REQUIRED COURSES FOR PH.D. PROGRAM

NUR1080F
Theoretical Perspectives in Nursing Science/A. Moorhouse

THS9999Y
Thesis

ELECTIVE COURSES

NUR1013S
Transcultural Health Care Issues/ R.N. F. Lee

NUR1016F/S
Social and Political Issues in Health Care/G. Donner, E. Ross (required for M.N. students)

NUR1018H*
Semiotics and Health/R. Hagey

NUR1024F
Qualitative Research: Foundations, Methods and Designs/ P. McKeever

NUR1032F
Group Process and Professional Practice/R. Gallop

NUR1033H*
Advanced Psychiatric Nursing Theory/R. Gallop

NUR1034S
Program Planning and Evaluation in Nursing/I. Bajnok

NUR1041F (Summer, 1999)
Contemporary Family Theories: Implications for Nursing Research and Practice/P. McKeever

NUR1042F (Summer, 1999)
Responses of Children and Families to Illness in Childhood/ B. Stevens

NUR1043S
Theories of Interpersonal Process/R. Gallop

NUR1045F
Theories of Pain: Impact on the Individual, Family and Society/B. Stevens, J. Watt-Watson

NUR1049F
Nursing Approaches to Common Physiological and Behavioural Manifestations of Critically Ill Patients/G. Wilson

NUR1050H*
Coping with Illness/J.E. Graydon

NUR1051S
Assessment and Management of Common Responses to Illness/ L. Vincent, S. Galloway

NUR1052S
Perinatal Nursing Science/E. Hodnett

NUR1053H*
The Clinical Challenges of Caring for Aging Persons: A Conceptual and Research Based Approach/P. Dawson

NUR1054S
Theory and Research Considerations in the Care of Persons with Dementia/D. Wells

NUR1055F
Health Promotion and Disease Prevention in Nursing Practice/C. Hart

NUR1056S
Designing Long-term Care Environments/D. Pringle

NUR1059H
Informatics: Theory and Application in Nursing/L. Nagle

NUR1060F
Management of Nursing Services/D. Irvine

NUR1061F (Summer, 1999)
Patient Information Systems/Workload Measurement/ L.L. O'Brien-Pallas

NUR1063H*
Assessment and Management of Complex Responses to Illness/ J.E. Graydon

NUR1064S
Behaviour in Health Care Organizations/G. Donner

NUR1065F (Summer, 1999)
Mental Illness as a Community Issue: Critical Appraisal of Theory and Research/B. Johnson

NUR1066S
The Theoretical Basis and Methodology for Quality Improvement in Nursing Services/D. Irvine

NUR1090S
Measuring Nursing Phenomena/S. Sidani
(Prerequisite for NUR 1090S is completion of an advanced graduate level statistics course.)

**Not offered in current academic year*
***(CR/NCR) Credit/No Credit*

Note: *Nursing courses may not be offered if there is insufficient enrolment.*

COURSE DESCRIPTIONS

REQUIRED COURSES

NUR1016F/S
Social and Political Issues in Health Care
This course will identify and critically examine current issues affecting the health care system. The structure of the current system, policy initiatives as well as relevant legislation will be examined. The role of the nurse, other providers and the public in influencing the system will be addressed. 3 hours/week.

NUR1017F/S
Theoretical Developments in Nursing Science
This course will engage you in critical thinking about theoretical developments in nursing science. The study of these developments will involve discourse about the identity, future and direction of nursing science. Therefore, in the course, we will undertake an analysis of the history of ideas in nursing, which will include a review of the various perspectives influencing theory and theorizing such as the philosophy of science and broader interpretive, phenomenological and critical viewpoints. The relationship between theoretical ideas in nursing and the practice of nursing will be analyzed. 3 hours/week.

NUR1022F/S
Critical Appraisal of Research
Often nursing (and medical) practice is not based upon the best available research evidence, even when the evidence is strong and has been available for some time. Implementation of research results in the practice setting requires one to have substantial skills in critical appraisal of research and to be conversant in the emerging field of research utilization. The purpose of the course is to enable the student to become an proficient user of nursing and other health care research. Emphasis will be placed on critical appraisal of studies and critique of the major theoretical models concerning diffusion and implementation of research results. 3 hours/week.

NUR1069Y/A
Advanced Nursing Practice
This course will provide students an opportunity to develop advanced clinical or administrative expertise in a specific area of nursing practice. Students will be expected to demonstrate depth of knowledge related to their specific area of practice including knowledge of recent research findings. They will be expected to critically analyze the scientific basis of their practice.
(Also offered in summer, 1999.)

NUR1070Y/A/B
Integration of Theory/Research In Practice
This course is a combination of concentrated field experience and student/faculty seminars. Students will be responsible for developing objectives for the course in relation to their clinical/administrative studies, thesis topic (where relevant) and clinical experience. The field experience is 3-4 days/week throughout the semester and the student will work with a clinical advisor during that time. Seminars will be held for two hours every second week and will be focused on integrating the student's practical experience with learning from theory and research.

NUR1080F
Theoretical Perspectives in Nursing Science
This course is a required course for doctoral students in the Graduate Department of Nursing Science. It takes Nursing Science itself as its subject matter, with the aim of fostering in the graduate student a theoretical appreciation of this discipline. The seminars and discussions will be organized around three different theoretical perspectives: (1) The perspective of science in general; (2) The perspective of health science; (3) The perspective of Nursing Science. 3 hours/week.

NUR1101S
Advanced Health Assessment and Diagnostic Reasoning - Adult
This course will prepare students in the Acute Care Nurse Practitioner program to perform advanced health and physical assessment of the adult and family who are experiencing illness. It is expected that students will be competent in basic health and physical assessment and associated techniques prior to beginning this course. Students will gain understanding of models of diagnostic reasoning, practical elements of advanced client assessment, risk appraisal and the implications of determinants of health, and approaches to effective written and verbal communication of findings. Students will have opportunities to apply this knowledge in laboratory and clinical settings. 3 hours/week.

NUR1102S
Advanced Health Assessment and Diagnostic Reasoning - Child
This course will prepare ACNP students to perform advanced health and physical assessment of the child and family who are experiencing illness. It is expected that students will be competent in basic health and physical assessment and associated techniques prior to beginning this course. Models of diagnostic reasoning will be investigated. These will be critically reviewed and applied to a broad range of clinical case studies as students develop knowledge and skill in the collection of data, diagnostic approaches and formulation of therapeutic plans in collaboration with children and families. Practical elements of advanced child/family assessment will be addressed with emphasis on developmentally appropriate approaches to assessment and growth and development milestones. 3 hours/week.

NUR1103F/S
Pathophysiologic Concepts
This course will explore pathophysiologic mechanisms of altered health states. It is expected students will have a good understanding of basic human physiology prior to enrolling in this course. Students will gain an understanding of theoretical perspectives on the mechanisms of altered functioning of human cells, organs, organ systems and the organism as a whole. Content will be presented in a manner which fosters synthesis of evidence and provides a strong conceptual foundation for the integration of health and physical assessment and diagnostic reasoning processes in relation to client care. Differentiating pathophysiologic findings from the normal will be emphasized and relevant treatment modalities will be discussed and appraised critically. 3 hours/week.

NUR1104S
Pharmacotherapeutics
This course provides students with the opportunity to expand their pharmotherapeutic knowledge and skills. It also prepares students to integrate pharmacokinetic and pharmodynamic concepts with gained therapeutic knowledge. Students will learn to identify and utilize timely and appropriate drug information resources in their daily practice. Drug therapy decisions in pediatric and geriatric patients, as well as in patients with altered hepatic and renal clearance of medications, will be addressed. Mechanisms of adverse drug reactions and drug interactions will be addressed. Allergic and pseudo allergic reactions to drug therapy will also be discussed. Students will learn strategies to identify, assess and manage these adverse effects to drug therapy. 3 hours/week.

NUR1105F
Advanced Nursing Practice: Roles and Issues
This course critically examines legal, organizational and systems issues in health care in terms of their influence on advanced nursing practice. The scope and standards of ethical practice, professional accountability and outcomes of advanced nursing practice will be addressed. Practice models will be specifically analyzed within the context of organizational driving and restraining forces and how these impact on role implementation

in advanced nursing practice. Content will be presented in a variety of didactic, interactive and self-directed learning experiences. 3 hours/week.

NUR1106A/B/Y
Advanced Nursing Care of Clients and Families I
This course is the first in a series of three field experience courses which incorporate a combination of clinical experience and student/faculty facilitated seminars. The course will provide students with opportunities to integrate theoretical principles and concepts into clinical practice. Practice settings which offer broad, general experiences with common client/family health and illness states will be used to allow students to develop advanced skills related to client and family assessment, diagnostic testing and treatment planning with emphasis on systems thinking, developmental issues and collaboration with client, families and other health professionals. Application of the diagnostic reasoning process will be integral to the students' experience. 11.5 hours/week.

NUR1107A/B/Y
Advanced Nursing Care of Clients and Families II
This course is the second in a series of three field experience courses and incorporates a combination of clinical practice and seminar discussion. The course will provide students with opportunities to further analyze, synthesize and integrate theoretical principles and concepts related to advanced clinical practice. Practice settings that offer experiences with clients and families experiencing acute and chronic illness states with moderately complex needs will be used to facilitate development of advanced skills related to: i) client and family assessment; ii) diagnostic reasoning and treatment planning; iii) systems thinking; iv) developmental issues; and v) collaboration with clients, families and other health professionals. Students will develop a learning plan which will be used by the student, the preceptor and the faculty member to evaluate her/his clinical experience. 20 hours/week.

NUR1108B
Advanced Nursing Care of Clients and Families III
In this third and final field experience course students will continue development of principles and concepts related to advanced clinical practice. Practice settings will offer opportunities for working with clients and families with multiple and complex health care needs to facilitate consolidation of skill development. Comprehensive management of clients across the health illness continuum will include: i) holistic client and family assessment; ii) diagnostic and treatment planning; iii) outcome setting and evaluation; v) systems thinking; vi) health promotion with an awareness of determinants of health; vii) collaboration with clients, families and other health professionals; viii) patient/family education; and ix) discharge planning. 30 hours/week.

THS9999Y
Thesis
A research problem, related to the student's field of study, is used as the basis for designing and conducting a study, the report of which is the thesis. For M.Sc. students, research for the student thesis will normally be part of a faculty research program.

ELECTIVE COURSES

NUR1013S
Transcultural Health Care Issues
This course will examine health care issues confronting the multicultural Canadian mosaic. Theoretical concepts related to culture, race, ethnicity, health and illness and their application to the provision of health care in the multicultural society will be examined. Seminars will focus on similarities and differences in health values, beliefs and practices among culturally diverse people and those from the dominant group culture. The influence of culture and ethnicity on health values, beliefs and practices throughout the life cycle, in health and in illness will be explored. The impact of Government and health agency policies that address the health care needs of the multicultural community will be analyzed. Emphasis in the course will be on transcultural health care issues and problems relevant to multidisciplinary health care practice, education and research. 2 hours/week.

NUR1018H
Semiotics and Health
This course analyses "real relations" made visible by attending to signifiers, signifieds, metaphor, metonym, codes, rituals i.e. cultural constructs. Material semiotics argues that cultures are constructed by economics, politics and ideology. The participants within a cultural system both express and are constituted by language and practices, i.e. cultural constructs, which determine the system relations. In this course we will examine how ideological practices structure meaning in nursing and phenomena pertaining to health. 2 hours/week.

NUR1024F
Qualitative Research: Foundations, Methods and Designs
All research is molded by underlying philosophical assumptions and by questions, which, through their form and phrasing, influence the answers obtained. This seminar course will illustrate that research approaches cannot be divided neatly along qualitative/interpretive and quantitative/positivistic axes. The course will focus on differentiating the major qualitative approaches. Grounded Theory, Phenomenology, Symbolic Interactionism and Critical Theory will be compared and contrasted according to their epistemological and ontological foundations. The methodological implications of their underlying assumptions about human nature, language, and scientific explanation will be explored. Although examples of qualitative research in nursing science will be highlighted, the course will be relevant to students in all health science disciplines. 3 hours/week.

NUR1032F
Group Process and Professional Practice
Much of a nurse's professional life is spent in groups for example team meetings, committees and client groups. Groups may be small (two or three individuals or family members) or large (community groups or clients with common health problems). Effective group leadership requires an understanding of both group and interpersonal process. This course will focus on understanding principles of group process: what are the characteristics of an effective group; how are these effects achieved; what is the life cycle of a group; what are common impediments to an effective group. A brief overview of different group modalities and application will be presented. 3 hours/week.

NUR1033H

Advanced Psychiatric Nursing Theory

Traditionally psychiatric nursing has employed psychodynamic principles as the theoretical basis for practice. However, within the last two decades psychiatric nursing has been influenced by numerous forces, including deinstitutionalization, the biological advances of psychiatry, mental health legislation, fiscal restraint, consumerism and the role of abuse in the biology and expression of illness. This course will examine the impact of these forces and will critically analyze the current state of psychiatric nursing practice in light of these forces. The validity of the psychodynamic model for psychiatric nursing practice will receive particular attention. Alternative models of psychiatric nursing will be considered and critiqued. The status of psychiatric nursing research will be examined and critiqued for contribution to theory testing and practice innovation. Concepts central to practice such as quality of life, self efficacy, and meaning of illness will be reviewed. 2 hours/week.

NUR1034S

Program Planning and Evaluation in Nursing

This course will focus on the aspects of nursing and its practice concerned with program planning and evaluation for groups, aggregates, and communities. There will be an emphasis on program planning and evaluation related to disease prevention and health promotion. Students will have the opportunity to analyze current relevant knowledge, theory, models, and research findings for their relevance to program planning and evaluation. The impact of consumer involvement, and political and social forces on program development and evaluation will be included. 2 hours/week.

NUR1041F (Summer, 1999)

Contemporary Family Theories: Implications for Nursing Research and Practice

Students will review and critique the theoretical perspectives about "the family" that have influenced nursing practice, research and theory development. In addition to traditional perspectives such as Developmental, Systems, and Symbolic Interactionist Theories, Feminist and other Critical Theories will also be examined. The central tenets and underlying assumptions of the theoretical perspectives used to study families will be critiqued in terms of their implications for research, practice and health care policy. 3 hours/week.

NUR1042F (Summer, 1999)

Responses of Children and Families to Illness in Childhood

Acute illness in childhood elicits a wide range of responses from the child and family. These responses vary according to the nature of the stressor/illness, the threat (crisis that the illness poses) and the ability of the child and family to adapt or cope with the illness. The purpose of this course will be: (a) to critically examine responses of the child and family to acute illness and (b) to analyze potential intervention strategies utilizing existing research and theories of stress, crisis, coping and growth and development. 3 hours/week.

NUR1043S

Theories of Interpersonal Process

Regardless of the clinical setting in which practice occurs, a fundamental aspect of clinical practice is communication. Communication is dependent upon the clinician's ability to establish an effective working relationship with his or her client(s). Clinicians often work with clients to examine treatment options and modify lifestyles. The course will examine some of the major theoretical constructs that influence the interpersonal process. Particular attention will be paid to how an individual develops a sense of self. It will be shown that the sense of self determines how one is with people, how readily one can hear others and change behaviours. These abilities will be examined from both the clinician and the client perspective. In addition, these qualities will be considered in the ability to work effectively with other disciplines. Object relations theory will be the primary theoretical perspective for examination of the interpersonal process although other theoretical perspectives will be considered. 2 hours/week.

NUR1045F

Theories of Pain: Impact on the Individual, Family and Society

Pain is universal and exists across all ages and stages of the life cycle. It is a complex yet elusive phenomenon that has a major impact on the individual, family and society. A variety of theoretical models have been developed for understanding the physiology and psychology of acute and chronic pain and for predicting the effect of a person's pain on the family and society in general. Measurement approaches and treatment modes influence the delivery of health care and the management of clinical, economic and administrative outcomes. 3 hours/week.

NUR1049F

Nursing Approaches to Common Physiological and Behavioural Manifestations of Critically Ill Patients

This seminar course will critically examine the research basis for nursing interventions used in the practice setting to manage common problems experienced by patients in a critical care setting. This course will provide the student with the opportunity to obtain in-depth knowledge in the nursing management of patients who are critically ill. The phenomena examined will be those that are common to all patients in critical care settings regardless of disease entity. For each topic, current knowledge regarding its pathophysiological basis will be reviewed. This will provide the basis for discussing the effect of the phenomena on patient, both physiologically and behaviorally. Evidence to support nursing interventions will be critically examined. The stress response and associated pathophysiological changes will provided the framework for the discussion of the following topics: 1) alterations in sensory/perception-delirium; 2) nutrition in the critically ill patient; 3) impaired sleep and sleep deprivation; 4) weaning of ventilated patients and the associated complications; 5) prolonged immobility and associated complications; 6) pain in the critically ill patient. 2 hours/week.

NUR1050H

Coping with Illness

This course will critically examine theoretical and research literature regarding how people cope with acute and chronic illness. Although a number of theories of coping will be examined, the work of Lazarus and his associates will provide the framework for examining the various factors which affect coping. The topics which will be explored in-depth are those which have particular relevance for nurses who are caring for patients and families who are coping with an illness. These include such topics as social support, uncertainty, self-esteem, control, etc. Research which examines how these factors influence coping will form the basis for examining nursing interventions. The course will explore factors which influence a person's ability to cope with acute events, such as surgery or threatening procedures, and chronic situations such as a chronic illness. 3 hours/week.

NUR1051S

Assessment and Management of Common Responses to Illness

This course will critically examine current research findings regarding the efficacy of specific nursing interventions for managing commonly encountered responses to illness. The relevance of the findings for clinical nursing practice will be discussed. The course will focus on such common responses to illness as fatigue, dyspnea and difficulty sleeping. For each topic current knowledge regarding its pathological basis will provide the basis for critically examining current methods of assessment and intervention. The adequacy of various methods of assessment will be critically examined as well as their suitability for use with patients of different ages and different medical conditions. The research basis for various nursing interventions will be critically examined and directions for future research explored. 2 hours/week.

NUR1052S

Perinatal Nursing Science

This course critiques salient concepts, research studies, and sociocultural forces germane to the science and practice of perinatal nursing. Relevant studies, with an emphasis on randomized controlled trials, concerning the care of the childbearing woman and her fetus/newborn, are critically examined. The underlying premise is that the best available research evidence should guide perinatal nursing practice. Cross-cultural examples will illustrate the impact of cultural norms on both the generation of research questions and the development of different approaches to care for childbearing women. Competing concepts underlying much perinatal research - e.g. normalcy vs. risk, separation vs. integrity, biological vs. psychological vs. sociocultural - will be exposed and debated. 3 hours/week.

NUR1053H

The Clinical Challenges of Caring for Aging Persons: A Conceptual and Research Based Approach

The focus of this course is on the integration and application of concepts and the research literature to clinical nursing practice in the topic areas of gerontological nursing which challenge older persons: compromised mobility, depression, sensory impairment, incontinence and compromised communication. The course utilizes the content methodology through which the conceptual perspective of Enablement guides interpretation of the research literature to develop relevant and research based nursing therapeutics which are applicable in clinical settings. Gaps in the literature and directions for future nursing research are identified. 2 hours/week.

NUR1054S

Theory and Research Considerations in the Care of People With Dementia

In this seminar-based course a framework for examining the effects of dementia on abilities will be used to develop nursing practice and research content. The elements of the framework, and its philosophical assumptions and discipline -related underpinnings will be discussed. Following the framework, the literature from across disciplines will be critically appraised and the finding synthesized into a theoretical system relevant to nursing. The knowledge generated by using the framework will be applied to a description of nursing practice and research. 3 hours/week.

NUR1055F

Health Promotion and Disease Prevention in Nursing Practice

The focus of this course will be on the aspects of nursing and its practice concerned with health promotion and disease prevention. The course will critically analyze current knowledge, theory and research in the area of health, health promotion and disease prevention to determine their relevance for nursing practice. Strategies and techniques based on current theories and research findings will be examined in terms of their relevance and effectiveness in promoting health and preventing disease. The impact of personal behaviour, the environment, and social policy on health, health promotion and disease prevention will be critically examined. 3 hours/week.

NUR1056S

Designing Long-term Care Environments

The field of long-term care is changing rapidly, driven by cost constraints, increasing numbers of dependent old people and shifting values about what should be provided and where long-term care should take place. This course will examine a variety of philosophic positions behind models of long-term care including the medical model, the social model and the recreational/leisure model and issues related to quality of life versus quality of care. Research on the needs of people of various ages who cannot function independently will be reviewed as a basis for understanding the types of services they require. The particular needs of the cognitively impaired versus frail or physically disabled adults and children will be explored and appropriate environments examined. Concepts of control, risk, leisure, support, and care will be examined as they relate to long-term care environments. The role of the family caregivers in the contribution to long-term care will be explored from the perspective of a stress and coping paradigm and from a formal worker paradigm. Types of services provided including supportive housing, home care, day care, respite, nursing homes, homes for the aged and chronic hospitals will be critiqued based on the evaluation of research literature. 2 hours/week.

NUR1059H

Informatics: Theory and Application in Nursing

The purpose of this course is to provide a comprehensive introduction to the development and significance of informatics for nursing practice, administration, research, and education. The course will focus primarily on the issues, challenges, and opportunities related to nursing informatics. Discussion and assignments will explore strategies for facilitating effective and appropriate applications of information and computer science in nursing. 3 hours/week.

NUR1060F

Management of Nursing Services

This course examines fundamental changes taking place in health care organizations and how to manage nursing systems and personnel within the context of contemporary changes. An uncertain environment, funding constraints, and shifting societal values are contributing to changes in the way health care organizations are designed and managed. This course will examine the context, concepts, management philosophies, and design alternatives guiding these changes. Topics covered include organizational theory, organizational design, organizational change, nursing service design, organizational culture, leadership, and organizational effectiveness, including total quality management. 3 hours/week.

NUR1061F (Summer, 1999)

Patient Information Systems/Workload Measurement

The purpose of this course is to analyze the development and use of patient information systems in the management of nursing and health care services. The primary focus of this course will be to examine the scientific basis of these systems in light of their use and misuse. Issues associated with costing nursing services, MIS systems for nursing, outcomes measurement and diffusion of technology will be explored. 3 hours/week.

NUR1063H

Assessment and Management of Complex Responses to Illness

The course will critically examine current research findings regarding the efficacy of specific nursing interventions for managing some of the complex responses to illness. The relevance of the findings for clinical nursing practice will be discussed. Among topics included will be ischemia, edema, and altered wound healing, blood clotting and immunocompetence. For each topic, current knowledge regarding its pathophysiological basis will provide the basis for critically examining current methods of assessment and intervention. The adequacy of various methods of assessment will be critically examined, as well as their suitability for use with patients of different ages and different medical conditions. The research basis for various nursing interventions will be critically examined and directions for future research explored. 2 hours/week.

NUR1064S

Behaviour in Health Care Organizations

Three basic skills of the administrator are conceptual, technical and human relations (Katz, 1955). The purpose of this course is to focus on and apply selected theories to strengthen the human relations skills of the student. It is a companion course to NUR1060 (Management of Nursing Services). Role development will be explored along with group process theories of Luft, Tuckman and Jensen. Herzberg's motivation, the Thomas and Killman conflict model and Styles' collaborative model will be examined in the context of individual and group relationships in nursing and health care, and the impact on organizational effectiveness. 3 hours/week.

NUR1065F (Summer,1999)

Mental Illness as a Community Issue: Critical Appraisal of Theory and Research

This course begins with a consideration of the social, political and economic forces that have influenced policies and conditions affecting the lives of persons with severe and persistent mental illness, which, in turn, have made mental illness a community issue. The course examines theory and research addressing particular related issues including the following: deinstitutionalization, family caregiving, stigma, the criminalization of the mentally ill, substance abuse and homelessness. The course also examines theory and research related to treatment approaches such as family interventions, case management and psychosocial rehabilitation. 2 hours/week.

NUR1066S

The Theoretical Basis and Methodology for Quality Improvement in Nursing Services

Quality management is an evolving management philosophy and science which was introduced into the health care industry over two decades ago with the seminal work of Donabedian. Since that time, a significant amount of knowledge about the measurement and achievement of quality in health care has been developed, much of it incorporating innovations first proposed within the manufacturing and service industries. 3 hours/week.

NUR1090S

Measuring Nursing Phenomena

This course provides the students with the knowledge and skills for constructing and/or testing of measures for use in the study of physiological, behavioral, and psychosocial aspects of nursing and other health-related phenomena. The methods and techniques for constructing the measures and testing their reliability and validity are discussed, as well as the advantages and limitations of the methods and techniques. The goal is to critically evaluate the process of measurement in research studies and clinical settings. The course is divided into three sections: defining the research questions and specifying the purpose of the measure, construction and development of the measure, and evaluating its reliability and validity for use in research. 3 hours/week.

information

CODE OF STUDENT CONDUCT

Non-academic offences are defined in the University's Code of Student Conduct (1992), the full text of which may be obtained from the Office of the Assistant Vice-President, Student Affairs. A summary of the code is provided below.

B. OFFENCES

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct

i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and

ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the Policy and Procedures: Sexual Harassment; and

iii) except as otherwise provided herein, occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. OFFENCES AGAINST PERSONS

(a) No person shall assault another person sexually or threaten any other person with sexual assault.

(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

(e) No person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, marital status, family status, handicap, receipt of public assistance or record of offences of that individual or those individuals, and that is known to be unwelcome, and that exceeds the bounds of freedom of expression or academic freedom as these are understood in University policies and accepted practices, including but not restricted to, those explicitly adopted.

Note: Terms in this section are to be understood as they are defined or used in the Ontario Human Rights Code.

(f) (i) No person shall, by engaging in the conduct described in subsection (ii) below, whether on the premises of the University or away from the premises of the University, cause another person or persons to fear for their safety or the safety of another person known to them while on the premises of the University of Toronto or in the course of activities sponsored by the University of Toronto or by any of its divisions, or cause another person or persons to be impeded in exercising the freedom to participate reasonably in the programs of the University and in activities in or on the University's premises, knowing that their conduct will cause such fear, or recklessly as to whether their conduct causes such fear.

ii) The conduct mentioned in subsection (i) consists of

(a) repeatedly following from place to place the other person or anyone known to them;

(b) repeatedly and persistently communicating with, either directly or indirectly, the other person or anyone known to them;

(c) besetting or repeatedly watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or

(d) engaging in threatening conduct directed at the other person or any member of the family, friends or colleagues of the other person.

2. DISRUPTION

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. OFFENCES INVOLVING PROPERTY

(a) No person shall knowingly take, destroy or damage premises of the University of Toronto.

(b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.

(c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.

(d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.

(e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.

(f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.

(g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. UNAUTHORIZED ENTRY OR PRESENCE

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. UNAUTHORIZED USE OF UNIVERSITY FACILITIES, EQUIPMENT OR SERVICES

(a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.

(b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.

Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network".

(c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. FALSE CHARGES

No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. AIDING IN THE COMMISSION OF AN OFFENCE

No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. REFUSAL TO COMPLY WITH SANCTIONS

No person found to have committed an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. UNAUTHORIZED POSSESSION OR USE OF FIREARMS OR AMMUNITION

No Person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without permission of the officer of the University having authority to grant such permission.

Note: *The President of the University or another senior officer designated by the President has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. The President designated the Vice-President - Administration and Human Resources to exercise this authority. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.*

C. HEARING PROCEDURES

1. Whenever possible and appropriate, informal resolution and mediation shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. An Investigating Officer, who may be a student, shall be appointed for a term of up to three years by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), after consultation with the elected student leader or leaders of the division, to investigate complaints made against student members of that division. Investigating Officers shall hold office until their successors are appointed.

3. A Hearing Officer, who may be a student, shall be appointed for a term of up to three years by the council of each division to decide on complaints under this Code made against student members of that division. Hearing Officers shall hold office until their successors are appointed.

4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.

5. Where the head of the division has reason to believe that a non-academic offence as defined in this code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on whether the student or students have committed the offence alleged and may impose one or more sanctions as listed below. The accused student or students may be assisted and represented by another person, who may be legal counsel.

7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefor has been made by the council of the division.

8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.

9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. SANCTIONS

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

In addition, students found to have committed an offence may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed $100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year

The following two sanctions, which would directly affect a student's registration in a program, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

CODE OF BEHAVIOUR ON ACADEMIC MATTERS

The Governing Council of the University of Toronto has approved a Code of Behaviour, which sets out clearly the standard of conduct in academic matters expected of members of the University community. The Code is enforced by the Provost and Disciplinary Tribunal. Below are extracts from the Code, covering offences, sanctions and procedures as they apply to students. The full text is available from the office of the Dean.

The University and it members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

A. OFFENCES

1. It shall be an offence for a student knowingly:

   (a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;

   (b) to use or possess unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;

   (c) to personate another person at any academic examination or term test or in connection with any other form of academic work;

   (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A");

   (e) to submit for credit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;

   (f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member knowingly:

   (a) to approve any of the previously described offences;

   (b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified;

   (c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike knowingly:

   (a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form.

(b) to engage in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.

4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B. PARTIES TO OFFENCES

1. (a) Every member is a party to an offence under the Code who knowingly:
   (i) actually commits it;
   (ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
   (iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
   (iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence; or
   (v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.

   (b) Every party to an offence under the Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under the Code, does or omits to do anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under the Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence is a party to and guilty of the offence and is liable upon conviction to the sanctions provided for the offence.

C.I.(A) DIVISIONAL PROCEDURES

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the *Statutory Powers Procedure Act* is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.I.(a), and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the department chair or through the department chair to the dean. (See also Section C.I.(b) 1.)

5. When the dean or the department chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the dean being informed, the chair of the department and the instructor shall be invited by the dean to be present at the meeting with the student. The dean shall conduct the interview.

6. Before proceeding with the meeting, the dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.I.(b), and that the dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the dean, on the advice of the department chair and the instructor, or if the department chair, on advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a Tribunal hearing for another offence.

8. If the student(s) admits the alleged offence, the dean or the department chair may either impose the sanction that he or she considers appropriate under Section C.I.(b) or refer the matter to the Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the department chair or the dean if the dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the department chair or the dean, as the case may be, the student may refer the matter to the dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the dean may, after consultation with the instructor and the department chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The chair will determine at the opening of the hearing whether there is going to be any objection due to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the dean to bar him or her from a facility. When or at any time after an accusation has been reported to the dean, he or she may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the accusation, to indicate that the standing in a course and/or the student's academic status is under review. A student upon whom a sanction has been imposed by the dean or the department chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's dean or department chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the procedures above and not involving the submission of academic work, such as those concerning forgery or uttering, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(B) DIVISIONAL SANCTIONS

1. In an assignment worth 10 percent or less of the final grade, the department chair may handle the matter if:
   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to at most a mark of zero for the piece of work.

   If the student does not admit guilt, or if the department chair chooses, the matter shall be brought before the dean.

2. One or more of the following sanctions may be imposed by the dean where a student admits to the commission of an alleged offence:
   i) an oral and/or written reprimand;
   ii) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
   iii) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
   iv) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
   v) denial of privileges to use any facility of the University, including library and computer facilities;
   vi) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
   vii) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
   viii) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate.

However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

ACCESS TO STUDENT ACADEMIC RECORDS

In March, 1995 the Governing Council of the University of Toronto approved a Policy on Access to Information and Protection of Privacy. A copy of the policy is available from the Office of the Faculty Secretary.

The following is an implementation of the Policy on Access to Student Academic Records approved by the Governing Council of the University of Toronto, the full text of which is available from the Office of Student Services, Faculty of Nursing.

In keeping with the policy, the student academic record shall contain:

(a) personal information which is required in the administration of official student academic records such as name, student number, citizenship, social insurance number.
(b) registration and enrolment information;
(c) results for each course and academic period;
(d) narrative evaluations of a student's academic performance subsequent to his or her admission, used to judge his or her progress through an academic program;
(e) basis for a student's admission such as the application for admission and supporting documents;
(f) results of any petitions and appeals filed by a student;
(g) medical information relevant to a student's academic performance which has been furnished at the request or with the consent of the student concerned;
(h) letters of reference which may or may not have been provided on the understanding that they shall be maintained in confidence;
(i) personal and biographical information such as address and telephone number.

Students wishing to examine their academic records may:

(a) apply in writing to the Office of Student Services.
(b) receive an appointment with the Admissions Officer within two weeks of the application;
(c) examine, in the presence of the Admissions Officer or designate, the content of their academic record, with the exception of those portions of the record which comprise letters of reference which have been provided on the understanding that they shall be maintained in confidence. During such examination, the records shall remain in the Office of Student Services and no documents shall be removed.
(d) a copy of any document, with the exception of those letters of reference which have been provided on the understanding that they shall be maintained in confidence, will be provided upon the student's request.

SCHOLARSHIPS, AWARDS, LOANS AND BURSARIES

Information concerning other awards offered by external organizations are available in the Office of Student Services, Rm. 102, Faculty of Nursing.

**Those awards marked with an asterisk are pending approval. They will be available for the 1999/2000 academic year.*

UNDERGRADUATE PROGRAM

UNIVERSITY OF TORONTO AWARDS

Eligibility, assessment criteria and application forms for the following University of Toronto awards are available at the following location unless otherwise stated:

Office of Admissions and Awards,
University of Toronto,
315 Bloor St.W.,
Toronto, Ontario
M5S 1A3
(416) 978-2190.

Student Assistance Program
Government assistance is available to students with financial need who are Canadian citizens or permanent residents. Ontario residents are considered for both federal and provincial interest-free student loans from the Ontario Student Assistance Program (OSAP). Repayment does not begin until six months after the student graduates or leaves school. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Application forms are available from the Faculty of Nursing, Student Services Office. It is recommended that returning students apply for assistance by May 31 and that new students apply by June 30.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses, and in many cases, application forms.

Part-time Students
Part-time students may apply for OSAP assistance.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation.

The Federal Government has also established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans must be repaid 30 days after the loan is received.

Aboriginal Student Services and Program Bursary
The Office of Aboriginal Student Services and Programs has a special bursary fund for aboriginal students in Nursing. Please direct your enquiries to: AHPP, University of Toronto, 563 Spadina Avenue, 3rd Floor, Toronto, Ontario, M5S 1A8, 978-8227.

Ontario Work-Study Plan
This program is funded by the University and the Ministry of Education and Training, and provides on-campus, part-time employment to students with financial need in second year or higher.

University of Toronto Alumni Loan Fund
An emergency loan fund available to full-time undergraduate students in their second and subsequent years, and to graduate students. Apply to Alumni House, 21 King's College Circle, Toronto, Ontario M5S 1A1.

Bursary for Students with Disabilities
Non-repayable assistance of up to $5000 is available from the federal and provincial governments for full-time and part-time OSAP recipients who have special educational expenses as a result of a disability.

Ontario Child Care Bursary
This OSAP bursary assists married and sole-support parents with the costs of unsubsidized child care. Applicants must have qualified for OSAP and can be enroled in either full-time or part-time studies.

FACULTY OF NURSING AWARDS/SCHOLARSHIPS

ADMISSION SCHOLARSHIPS

***Faculty of Nursing Undergraduate Admission Award**
Awarded on the basis of financial need. Academic merit will be considered. Value: interest on a capital sum.

***Joyce Oldfield Cale Undergraduate Award**
Awarded on the basis of financial need. Academic merit will be considered. Value: interest on a capital sum.

Kathleen Russell Admission Scholarship
Scholarship given to a student with the highest academic average in the most recent year of study. Value: interest on a capital sum.

Manuel and Anne Belle Pusitz Admission Scholarship
Awarded for excellent academic achievement. Value: interest on the bequest of Dr. Manuel E. Pusitz.

***Margaret A. Pringle Undergraduate Award**
Awarded on the basis of financial need. Academic merit will be considered. Value: interest on a capital sum.

IN-COURSE AWARDS

Application forms and a full description of all awards can be obtained from the Student Services Office, Faculty of Nursing, Room 102. Applications should be sent to the Chair, Awards Committee, Faculty of Nursing no later than March 15, 1999, unless otherwise stated.

In addition, information regarding a number of scholarship and awards specifically designated for registered nurses in the B.Sc.N. program is also available.

**May not be available 1998/99.*

Alumni Association Award for an Undergraduate Student
Awarded to a student entering the final year who has demonstrated outstanding extra-curricular involvement and/or leadership in community, family and/or university activities. Value: $2500

Bloorview Children's Hospital Foundation Undergraduate Award
Awarded to a full-time or part-time student entering the final year who has a clinical interest in working with children with disabilities or complex medical needs and who shows strong potential in the provision of high quality holistic family centred care. Value: $1500

Florence Emory Prize
From interest on the bequest of Athol L. Cherry. Awarded for highest academic performance in Year III. Value: $300.

Julia Alice Saddington Memorial Scholarship
Awarded to a full time student entering the final year who has high academic achievement in courses related to community health nursing, who has demonstrated strong community practice skills and who has strong interest in pursuing community health nursing. Value: $1000

Kathleen Russell Scholarship
Bequest of Miss Elsie Watt. Awarded for highest academic performance in the first year of the program. Value: from interest on a capital sum.

M.J. Wilson Scholarship
Awarded to a student entering the final year with a full course load and the highest academic standing. Value: from interest on a capital sum.

Manuel and Anne Belle Pusitz Incourse Scholarships
For high academic achievement and contingent upon re-enrollment in the next higher year of the program. Value: from interest on the bequest of Dr. Manuel E. Pusitz.

Marie Agnes Smith Scholarship Fund
Awarded to two or more students with outstanding academic achievement in the undergraduate program leading towards a B.Sc.N. degree. Value: from interest on a capital sum.

Mary Isabel Upson Trust
Awarded to four or more students with outstanding achievement in the undergraduate program leading to a B.Sc.N. degree. Value: from interest on a capital sum.

Mildred Claire Pratt Undergraduate Nursing Scholarship
Awarded to students who are entering the final year of the B.Sc.N. program and In Good Standing. Must have an aptitude for listening as evidenced by demonstration of deeply attuned listening skills and attentive listening to clients and colleagues. Value: from interest on a capital sum.

***Nursing Annual Fund Book Award**
Awarded to a student on the basis of financial need entering the second year of the program. Value: from interest on a capital sum.

***Nursing Undergraduate Leadership Award**
Two awards to students demonstrating financial need and leadership through involvement in extracurricular activities in the Faculty of Nursing, University or community at large. Value: from interest on a capital sum.

***Perinatal Nurses of Southern Ontario Undergraduate Award in Women's Health**
Awarded to a student on the basis of financial need who has completed Year 1 of the program in good standing and who demonstrates a strong interest in women's health. Value: from interest on a capital sum.

Queen Elizabeth II Toronto Sesquicentennial Scholarship in Public Health Nursing
Awarded to the student deemed most likely to contribute to Public Health Nursing and most deserving of financial assistance. Candidates must rank in the upper half of their third year class. Preference will be given to bilingual candidates whose intent is to work with multicultural families. Value: $5,000.

AWARDS FOR GRADUATING STUDENTS

Alice Girard Prize
Awarded to a registered nurse graduating from the B.Sc.N. program. Consideration will be given to both academic performance and demonstrated ability in the nursing field. Value: from interest on a capital sum.

Edwin Chau Memorial Scholarship
From a donation from the estate of the late Edwin Chau, at the request of his daughter, Dr. Grace Bradley. This scholarship is awarded to a student in the graduating year who is committed to the care of patients of any age who are suffering from a debilitating chronic illness. Value: from interest on a capital sum.

M.J. Wilson Scholarship
Awarded to a student in the final year with a full course load and the highest academic standing. Value: from interest on a capital sum.

Marie Agnes Smith Scholarship Fund
Awarded to two or more students with outstanding academic achievement in the undergraduate program leading towards a B.Sc.N. degree. Value: from interest on a capital sum.

Mary Isabel Upson Trust
Awarded to four or more students with outstanding achievement in the undergraduate program leading to a B.Sc.N. degree. Value: from interest on a capital sum.

Nancy Coles Blackburn Memorial Scholarship
Awarded to a student in the final year of the program who has ranked in the upper half of the class and has demonstrated excellence in community health nursing. Value: from interest on a capital sum.

***Nancy Coles Blackburn Memorial Award**
Awarded to a student in the final year who has financial need, has ranked in the upper half of the class and has demonstrated excellence in community health nursing. Value: from interest on a capital sum.

**May not be available 1998/99.*

Nora J. Greenslade Prize
Awarded to a student with outstanding academic and clinical achievement in the final year of the program. Value: from interest on a capital sum.

BURSARIES AND LOANS

Applications, based on financial need, are accepted throughout the year.

Faculty of Nursing Alumni Bursaries
For full-time B.Sc.N. students. Value: maximum $200

Ada Flaxman Loan Fund
Bequest of Dr. Claire Clausen in memory of his wife, Ada Flaxman, a graduate of the Toronto General Hospital School of Nursing. Value: from interest on a capital sum.

The Jacqueline Fenwick Bursary Fund
To a B.Sc.N. student who demonstrates financial need. Value: from interest on a capital sum.

James H. Rattray Memorial Bursaries
For a B.Sc.N. student who demonstrates financial need. Value: $200 (5 bursaries)

Kellogg Loan Fund
Value: from interest on a capital sum.

University of Toronto Undergraduate Bursary
Awarded on the basis of financial need.

GRADUATE PROGRAM

FACULTY OF NURSING / SCHOOL OF GRADUATE STUDIES AWARDS

Application forms and a full description of awards can be obtained from the Student Services Office, Faculty of Nursing, Room 102. Applications should be sent to the Chair, Awards Committee, Faculty of Nursing no later than March 31, 1999 (unless otherwise stated).

Note: *Fellowships and scholarships offered through the School of Graduate Studies have the additional eligibility requirement of a B+ average in the applicants last two years of study.*

ADMISSION AWARDS

Connaught Scholarship
For graduate students with a first class academic record. Awarded to a Ph.D. student or student studying at the master's level who intends to pursue doctoral studies. No application necessary. Value: up to $11,000

***Faculty of Nursing Doctoral Admission Award**
Awarded on the basis of financial need to a student admitted to the Ph.D. program. Academic merit will be considered. Value: from interest on a capital sum.

***Graduate Admission Awards**
Awarded to a student admitted to a master's programme demonstrating financial need. Academic merit will be considered. Value: from interest on a capital sum.

Helen Carpenter Award
An admission award offered by the Faculty of Nursing Alumni Association to a full time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit. No application necessary. Value: $5000

Kathleen Arpin Award
An admission award offered to a full-time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit. No application necessary. Value: approximately $2500

Kathleen King Award
An admission award offered by the Faculty of Nursing Alumni Association to a full time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit. No application necessary. Value: $5000

May Yoshida Scholarship
An award to a full time incoming doctoral student in the Graduate Department of Nursing Science on the basis of academic merit and a strong interest in transcultural studies. Application is not required. Value: from income on a capital sum

***Nora J. Parker Ph.D. Admission Award**
Awarded to a Ph.D. student on admission demonstrating financial need. Academic merit will be considered. Value: from interest on a capital sum.

IN-COURSE AWARDS

Bloorview Children's Hospital Foundation Graduate Award
An award is offered to a student who: (1) is entering the second year of a Master's or Ph.D. program, and (2) has a clinical interest in chronically ill and/or physically disabled children, and (3) must have demonstrated strong potential in provision of high quality, holistic, family centred care to children and families as evidenced by performance in course work and clinical rotations, paid work experience with children and volunteer activities. Value: $2000

Dean's Society Graduate Fellowship
Awarded annually to a master's student who must be registered in a for full-time study with high academic achievement. No application necessary. Value: $5000

Florence Emory Fellowship
An award offered by the Faculty of Nursing Alumni Association to a student who is registered full-time in the Master's program, who intends to work in nursing following graduation and who is in financial need. Value: $3,500

Heart and Stroke Foundation of Ontario
Three fellowships are offered to full-time students registered in a master's program. Candidates must have a serious intention to practice cardiovascular nursing in Ontario following graduation. Value: $3000 each

Manuel and Anne Belle Pusitz Graduate Scholarship
Awarded to a student who has demonstrated financial need, successful achievement in the first year of the Master's program and who is

**May not be available 1998/99.*

enrolling in the second year of the program for full-time study. Preference may be given to an international student. The value is dependent upon income from the trust. Approximate value: $3,000.

Mildred Claire Pratt Graduate Nursing Fellowship
Awarded to graduate students who have completed one year full-time study in the area of palliative care and exemplify the qualities of compassion and efficiency. The amount varies because it is dependent on annual income. Value: from interest on a capital sum.

Ontario Graduate Scholarship (OGS)
The Government of the Province of Ontario offers a number of Graduate Scholarships. Applicants must have a high level of academic achievement with first-class standing. Applications and related required documents must be submitted in the early fall for the subsequent academic year. (Check notice board for availability of application forms.)

Ontario Nursing Home Association Fellowship
An award is offered annually to a registered nurse pursuing full-time studies in the first or second year of the master's degree program. Preference will be given to applicants who intend to work with institutionalized elderly. Value: $750

***Perinatal Nurses of Southern Ontario Graduate Award in Women's Health**
Awarded to a student enrolled in a graduate program based on financial need and demonstrating a strong interest in women's health. Value: from interest on a capital sum.

University of Toronto Fellowships
Available to full-time Master's and Doctoral degree students with B+ academic standing in each of their last two years of study. Awards are made on the basis of academic merit. No formal application is necessary.

***Women's College Hospital Foundation Graduate Award**
Awarded to a student on the basis of financial need who is interested in gerontological nursing especially in the care of individuals with dementia. Academic merit will be considered. Value: from interest a capital sum.

BURSARIES

Faculty of Nursing Alumni Graduate Emergency Bursary
Awarded on the basis of financial need to a student registered in the Graduate Department of Nursing Science. No application deadline. Value: up to $500

University of Toronto Graduate Bursary
For full-time graduate students. Contact Fellowships and Loans Office, School of Graduate Studies for details.

**May not be available 1998/99.*

HOUSING INFORMATION

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service (214 College St. Toronto, Ont. M5T 2Z9, (416) 978-8045, e-mail <housing.services@utoronto.ca> or visit the Housing Service on the Internet at "http://utl2.library.utoronto.ca/www/housing_service/"

Students entering the Faculty of Nursing and requiring accommodation may choose between University residence, University Family housing or off-campus housing. Many Faculty of Nursing students live at home in Toronto or surrounding regions and travel to class and clinical settings without difficulty.

ON-CAMPUS RESIDENCES

As demand is high for university residence, students should apply as soon as they are seriously considering application to the University of Toronto. The residences should be contacted directly to inquire about application. A traditional residence has single and shared bedrooms with shared bathrooms and other common areas. Most residences will require that students purchase a meal plan but there may be some options in the type of meal plans available. Residence may not be confirmed for Faculty of Nursing students until later in July.

At the Housing Service on the St. George campus, students may use the Residence Information Terminals to view photographs and get information about residence accommodation. The following residences are suggested for Faculty of Nursing students.

New College

Wetmore Hall, 21 Classic Ave. Toronto, Ont., M5S 2Z3, (416) 978-8875
(Co-ed, compulsory meal plan.)
Wilson Hall, 40 Willcocks St. Toronto, Ont. M5S 1C6, (416) 978-8875
(Co-ed, compulsory meal plan.)

St. Michael's College

St. Joseph's College, 90 Wellesley St. Ont., M5S 1C5, (416) 924-2121
(Women only, compulsory meal plan.)
St. Michael's College, 81 St. Mary St., Toronto, Ont. M5S 1J4, (416) 926-7127
(Men only, compulsory meal plan.)

Independent Residence

Toronto Hospital Residence, 90 Gerrard St. W., Toronto, Ont. (416) 340-3750
(Men and women, shared kitchen and bathroom, no meal plan.)

FAMILY HOUSING

Family housing is available in 710 apartments on the St. George campus and in 84 apartments on the Erindale campus. Priority

for the unfurnished, university apartments is given to student families. The term "family" refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested so it is advisable to apply as soon as a student is seriously considering attending the University. Students may submit an application for Family Housing before being given an offer of admission to the University. Contact the Housing Service to receive an information/application package.

OFF-CAMPUS HOUSING

Each campus Housing Service maintains listings of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the "classified" section of a newspaper, locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and price range desired. The Housing Service at the Koffler Student Services Centre will provide a list of temporary accommodation on request.

For the winter academic session, some students rent their long-term housing from August 1 or October 1, avoiding the September 1 occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a student to locate suitable accommodation, depending on the type of housing desired and budget. Since accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

COST OF STUDENT HOUSING - RESIDENCE, FAMILY HOUSING AND OFF CAMPUS

As a guideline, for the 1998/99 school term, the cost of residence with a full meal plan will be approximately $5500 to $6300 for the eight month, academic session. Modified meal plans are available in some residences. The cost of a residence providing cooking facilities but no meal plan is approximately $3600. After paying an initial deposit, the balance of fees are usually paid in two installments at the beginning of each of the four-month fall and spring terms.

As of August 1, 1998 rent for a bachelor, one- or two-bedroom unit in University Family Housing range from approximately $460 to $752 depending on the location and size of the unit, and is payable monthly.

Rooms in shared houses or apartments off-campus generally cost students $350 to $500 per month. However, a student requiring a private apartment off-campus usually pays $500 to $650 for a bachelor apartment $600-$750 for a one-bedroom unit and $750-$1000 for a two-bedroom unit. A three-bedroom house will usually rent for $1200 to $1400.

NEW COLLEGE

New College is open to students in the Faculty of Arts and Science and all professional faculties. This makes it possible for Faculty of Nursing students to become members of a college, although college membership is only obligatory for students who live in the New College residences.

Students entering Year 1 will receive application forms for New College membership along with their offers of admission to the Faculty. A college fee of $50.00 is required of all students accepted for membership at New College. Fees are subject to change.

New College is a multi-faculty college, the membership of which includes students from most divisions of the University. Because such a wide range of subject interests is represented, membership in New College can be an education in itself. New offers a spirited and challenging environment in which students have the opportunity to broaden their experience through meeting others in different fields. The College reflects, on a more personal level, the variety and diversity of the University as a whole.

New College's facilities and residences are housed in the same buildings to bring together all students, faculty and staff of the College. The academic and social facilities include the Donald G. Ivey Library, reading rooms, classrooms, common rooms and a commuter's lounge, a large dining hall and snack bar, music practice rooms and other recreational areas.

New College is conveniently located within two blocks of the Nursing Faculty.

New College offers a number of courses which may be of interest to professional faculty students as electives. In addition, College members may take advantage of the Writing Laboratory for assistance in the preparation of assignments and reports, and may consult the Mathematics Tutoring Centre for individual help with problems. A few scholarships and bursaries are available to College members through the Registrar's Office.

Applicants to the Faculty of Nursing who have requested residence accommodation on the OUAC form will receive information from the University to enable them to make their choice of residence. Those who would like prior information about the New College residences may obtain an illustrated brochure from the Dean of Students (416-978-8875) or the Registrar's office (416-978-2460) at New College.

INTERNATIONAL AND CANADIAN STUDENT EXCHANGES

Students from all faculties and departments are encouraged to participate in the International and Canadian exchanges offered through the International Student Exchange Office, Office of the Vice-President and Provost.

International exchanges include universities in the following countries: Barbados, France, Germany, Hong Kong, Jamaica, Japan, Taiwan, Trinidad and the United Kingdom.

Canadian student exchanges include: McGill University, McMaster University, Queen's University, University Laval, University de Montreal, University of Alberta, University of British Columbia, University of Waterloo and the University of Western Ontario.

Awards are available for some exchanges.

For more information and application forms, contact: International Student Exchange Office, Office of the Vice-President and Provost, Room 307K, Koffler Student Services Centre, 214 College Street, Toronto, ON. M5T 2Z9, Tel: 416-946-3138; Fax: 416-978-6110; WWW: http://library.utoronto.ca/www/student_exchange/ E-mail <student.exchange@utoronto.ca>

OFFICE OF THE UNIVERSITY OMBUDSPERSON

As part of the University's commitment to ensuring that the rights of its individual members are protected, the University Ombudsperson investigates grievances or complaints against the University, or anyone in the University exercising authority, from any member of the University. The Ombudsperson offers advice and assistance with problems unresolved through regular University channels and can recommend changes in academic or administrative procedures where this seems justified. In handling a grievance or complaint, the Ombudsperson has access to all relevant files and information and to all appropriate University officials.

All matters dealt with by the Ombudsperson are handled in strict confidence unless the individual involved approves otherwise. The Ombudsperson is independent of all administrative structures of the University, and is accountable only to the Governing Council.

For further information, write or telephone the Office of the University Ombudsperson, University of Toronto, 16 Hart House Circle, Toronto, Ontario, M5S 1A1 (416) 978-4874.

SPECIAL SERVICES TO PERSONS WITH A DISABILITY

The goal of Special Services is to facilitate the inclusion of students with hidden or obvious disabilities and health considerations into University life. All students first meet with an intake counselor to discuss individual needs. Where appropriate and for those eligible, students may then be referred to one of the professionals on staff such as the Adaptive Equipment Coordinator, Learning Disability Specialist or Occupational Therapist to establish strategies and, if necessary, determine accommodations. All discussions are confidential and information is transmitted only with permission of the student. The service offers liaison with academic and administrative units within the University and with off-campus agencies. As well, for those eligible, the service provides a wide range of support including alternative test and exam arrangements, note taking services, on-campus transportation, adaptive equipment and assistive devices. Information and resource materials on health conditions and disability related issues are available to all interested.

The office is located at 214 College Street, Toronto, Ontario, M5T 2Z9. Liaison officers are available at Scarborough and Erindale Colleges.

For more information, please call (416) 978-8060 (Voice) or 978-1902 (TDD), (416) 978-8246(Fax)

FAMILY CARE ADVISOR

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides information and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include workshops, support groups, and guest speakers. The drop-in resource centre contains a library of practical material on topics ranging from pregnancy and infant care to parenting, bereavement and caring for elderly family members.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

HEALTH SERVICE

The University Health Services offers comprehensive health care for all students.

Family physicians, registered nurses, health promotion nurse counselor and lab technicians provide the complete range of health care needs. Health Services functions on the premise of complete confidentiality.

Undergraduate students are automatically enrolled in an Accident and Sickness insurance plan which also covers 80% of prescription drugs. This plan does not cover the cost of birth control. Health Services offers condoms, dental dams and birth control pills for sale at greatly reduced rates. (Monday to Friday 2:00 to 4:00 p.m., Monday & Wednesday to 6:30 p.m.)

All students must have the Ontario Hospital Insurance Plan (OHIP/UHIP) or equivalent insurance coverage.

The Health Service is located in the Koffler Student Services Centre, 214 College Street, (416) 978-8030. Hours: Monday-Friday, 9:00 a.m. to 5:00 p.m., Monday & Wednesday to 7:00 p.m. Appointments are encouraged. Drop-in appointments are usually available. Wheelchair accessible.

PSYCHIATRIC SERVICES

978-8070. Hours: Monday-Friday, 9:00 a.m. to 5:00 p.m.

CAREER CENTRE

The Career Centre provides career counseling and employment services to University of Toronto students and recent alumni. Our professional staff is available to assist with all aspects of your career development. This can take the form of using Summer/Part-time Employment Services, attending an employer panel, participating in the Extern program, going to workshops, or in a one-on-one counseling appointment. There are many way to investigate all aspects of the career area you have chosen, as well as strategies for landing that position you want. Why not ask our staff for assistance?

The Career Resource Library contains a wealth of information about occupational areas and employment, as well as an extensive collection of undergraduate and graduate calendars for universities and colleges in Canada, the U.S. and overseas.

Full-time, part-time and summer jobs are posted at the Career Centre.

Career Centre,
214 College Street
978-8000
www.utoronto.ca

COUNSELLING AND LEARNING SKILLS SERVICE (CALSS)

The Counselling and Learning Skills Service provides students with professional counseling for personal concerns. These include difficulties adjusting to university life, anxiety, depression, shyness, relationship problems, addictions, sex and gender concerns, prolonged stress, and other difficulties. Persons with concerns arising from sexual abuse, either recent or from an earlier time in their lives, can arrange counseling sessions with CALSS Sexual Assault Counselor/Educator. These are almost always distressing and are frequently the source of academic problems. Many persons find it helpful to discuss them with an experienced professional counselor who is sensitive to gender, racial and other sources of bias and who respects the person's confidence absolutely.

Our learning skills program includes lectures, workshops and individual consultation on time management, exams, textbook reading, note making, concentration, memory and other aspects of study. Schedules are available at CALSS and at Sig Sam and Robarts Libraries. Individual appointments for assistance with study problems can be arranged with our learning skills counselor.

We offer workshops for students whose performance on exams and in other areas is severely affected by anxiety. Pre-register at CALSS.

For more information or to arrange an appointment, call us at 978-7970 or drop into CALSS on the mall of the Koffler Student Services Centre (St. George & College Streets).

HEALTH SCIENCES WRITING CENTRE

The Health Sciences Writing Centre is a tutoring facility open to all Nursing students. We offer free, 45-minute sessions with experienced tutors. You may bring in writing assignments for any course, at any stage, and we will help you develop your capacity to plan, research, organize, write, and revise your papers. We also offer workshops on a variety of academic skills of specific interest to Nursing students, and work with students whose first language is not English.

The Centre has four offices, one located right in the Faculty of Nursing. Phone 978-3448 to book an appointment.

SEXUAL HARASSMENT EDUCATION, COUNSELLING AND COMPLAINT OFFICE

Sexual Harassment - be it verbal abuse, innuendo, unwelcome sexual advances, unwanted touching, or any offensive emphasis on the sex or sexual orientation of another person or group of people - is a serious offence. The University of Toronto endeavours to provide to all students, staff and faculty an environment free from sexual harassment. The University's Sexual Harassment Policy provides a procedure for making a formal complaint of harassment.

The Sexual Harassment Education, Counselling and Complaints Office was established to educate the University community on this issue, and the Officer provides workshops, training and educational resources. The Office also deals with complaints, on a completely confidential basis and can offer counseling and referrals both for complainants and for the alleged harassers. If you feel that you are being harassed, or are worried that a complaint may be made about your behaviour by someone else, contact the office. Unless you decide to make a formal complaint you need not give your name.

The Sexual Harassment Officer visits the Scarborough and Erindale campuses on a regular basis and can arrange to meet people from all three campuses at a time and place convenient to them. She is available to take part in public discussions and classes and to provide information, referrals and resources; leaflets, posters, bibliographies, videos, copies of the Sexual Harassment Policy, and training materials, can also be supplied.

The office is at 40 Sussex Avenue. The office is open Monday to Friday, 8:30 a.m. to 4:30 p.m.: call for an appointment. The telephone number is (416) 978-3908 - messages can be left on the machine if no-one is in the office.

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FACULTY OF NURSING
University of Toronto
50 St. George Street, Toronto, Ontario M5S 3H4
Tel: (416) 978-2865 Fax: (416) 978-8222
Web: www.utoronto.ca/nursing